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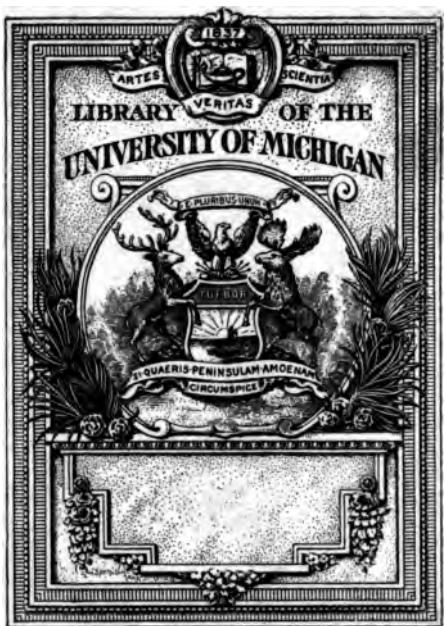
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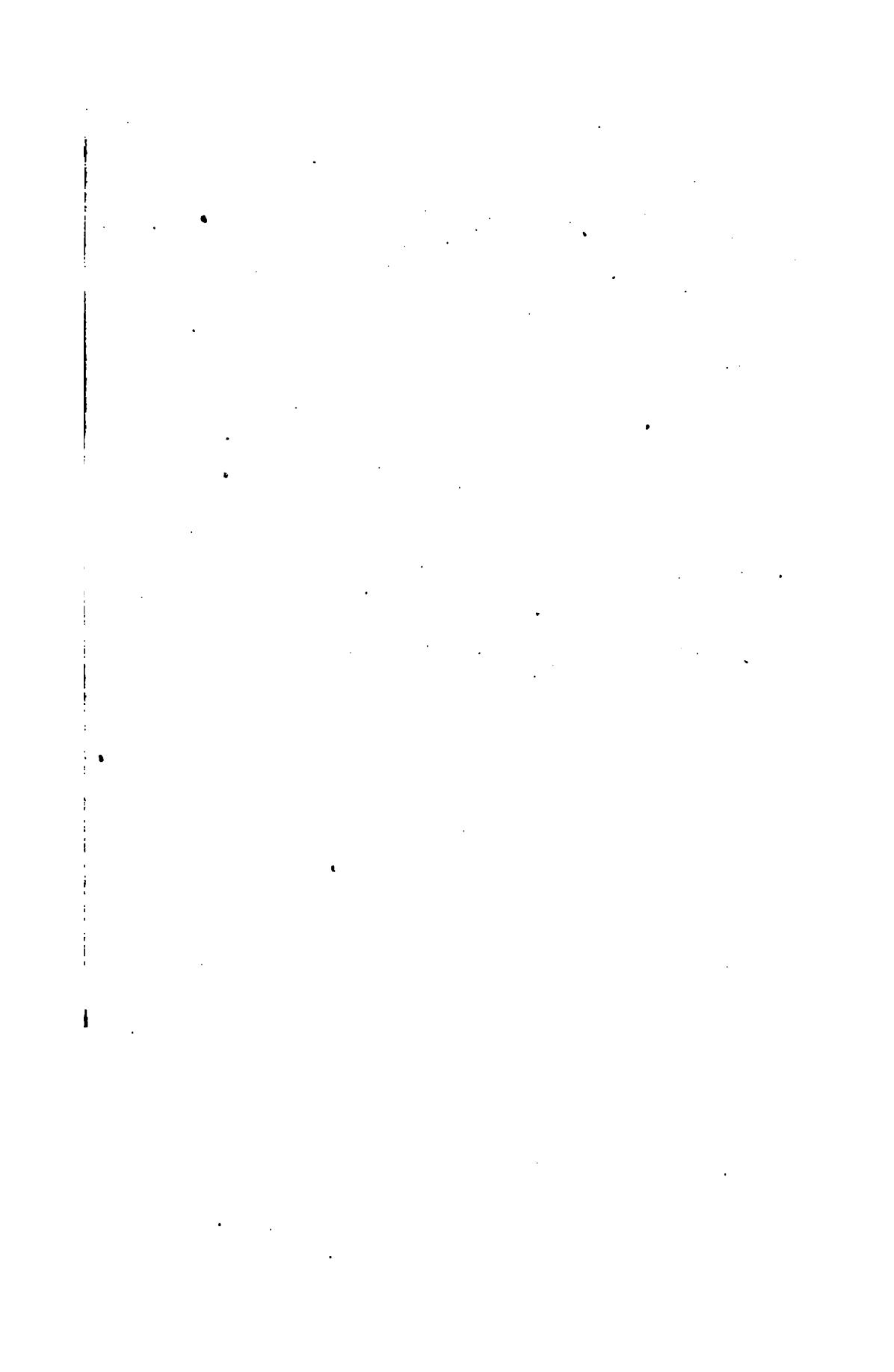
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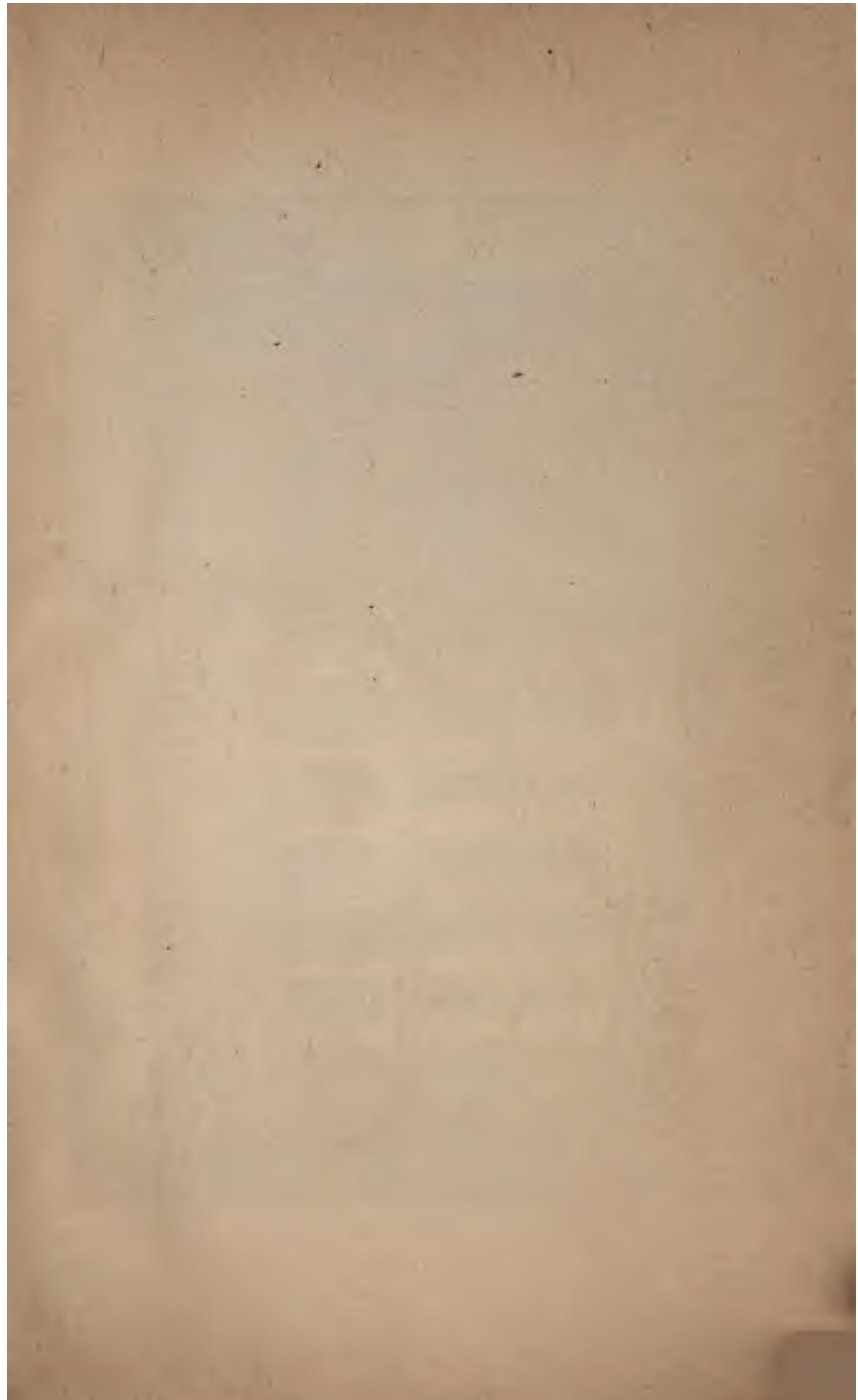
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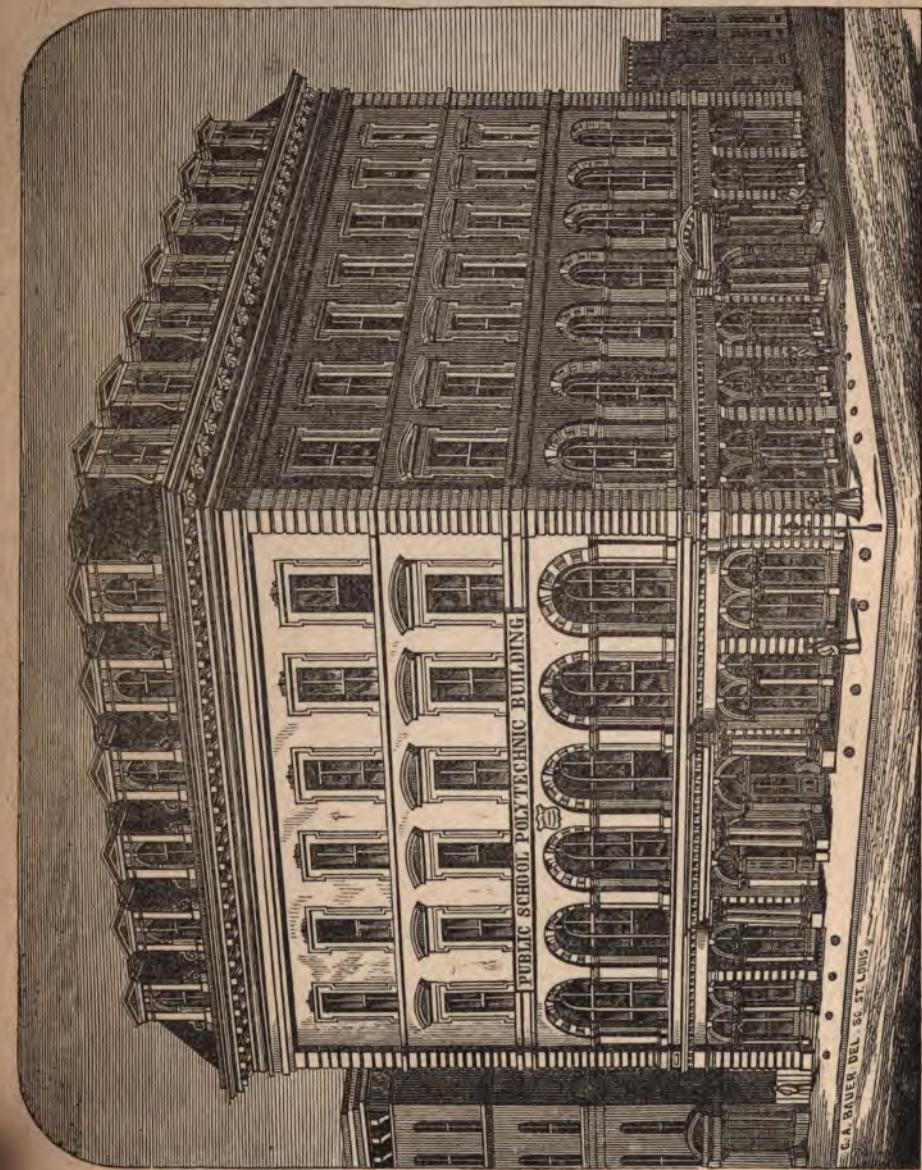


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1985-5

St. Louis, Mo., U.S.A.

SEVENTEENTH ANNUAL REPORT

OF THE

BOARD OF DIRECTORS



OF THE

ST. LOUIS PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1871.

ST. LOUIS, MO.,

PLATE, OLSHACSEN & CO., Printers and Binders,

1872.

ANALYSIS OF THE REPORT.

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BOARD OF PUBLIC SCHOOLS FOR 1871—72.

OFFICERS.

PRESIDENT	FELIX COSTE	1536 Papin avenue.
VICE-PRESIDENT	THOS. RICHESON	1015 Chestnut street.
SECRETARY	MILTON H. WASH	2819 North Twelfth street.
SUPERINTENDENT	WM. T. HARRIS	16 Targhee street.
ASSISTANT SUPERINTENDENT	W. D. BUTLER	2224 Clark avenue.
ASSISTANT SUPERINTENDENT	LOUIS SOLDAN	808 Hickory street.
ATTORNEY	R. E. ROMBAUER	1437 South Ninth street.
TREASURER	T. B. EDGAR	1826 Chouteau avenue.
BAILIFF	GEO. M. FICHTENKAM	cor. May st. and Arkansas ave.
ARCHITECT	F. W. ROEDER	Eighteenth st. and Lafayette av.

MEMBERS OF THE BOARD.

FIRST WARD.

HENRY HIEMENZ	Term expires 1874.. Office Fifth and Market, south-east corner.
H. M. STARKLOFF	" " 1872.. Residence South St. Louis.

SECOND WARD.

CHAS. F. MEYER	Term expires 1873.. 1532 Lafayette avenue.
B. J. ROMBAUER	" " 1872.. 1827 South Seventh street.

THIRD WARD.

WM. D'OEENCH	Term expires 1874.. 1201 St. Ange avenue.
MORRIS J. LIPPMAN	" " 1873.. 1209 Dillon street.

FOURTH WARD.

FELIX COSTE	Term expires 1873.. 1536 Papin street.
H. SCHWEICKHARDT	" " 1874.. 909 Gratiot street.

FIFTH WARD.

CHAS. L. LIPS	Term expires 1873.. 318 Myrtle street.
WM. N. LOKER	" " 1874.. 2312 Scott avenue.

SIXTH WARD.

EBER PEACOCK	Term expires 1872.. 2039 Clark avenue.
THOS. RICHESON	" " 1874.. 1315 Chestnut street.

SEVENTH WARD.

WM. C. WILSON	Term expires 1874.. 314 North Sixth street.
W. H. COOPER	" " 1872.. 828 North Twenty-first street.

EIGHTH WARD.

JOSHUA CHEEVER	Term expires 1874.. 111 Washington avenue.
CHAS P. CARROLL	" " 1872.. 1319 Orange street.

NINTH WARD.

N. GUHMAN	Term expires 1873.. 1121 North Seventeenth street.
MICHAEL LYNCH	" " 1874.. 2007 Carr street.

TENTH WARD.

J. H. MARQUARD	Term expires 1873.. 1801 North Ninth street.
JAMES DUROSS	" " 1872.. 912 Chambers street.

ELEVENTH WARD.

PHILIP STREMMLER	Term expires 1873.. 809 North Market street.
HENRY BLOCK	" " 1872.. 616 North Third street.

TWELFTH WARD.

THOMAS HAYWARD	Term expires 1872.. 4222 North Tenth street.
HENRY C. HAMILTON	" " 1873.. Sixteenth street, corner Garibaldi.

STANDING COMMITTEES FOR 1871—72.

TEACHERS COMMITTEE:

MR. RICHESON, **MR. LIPPMAN,** **MR. DUROSS,**
MR. MEYER, **MR. WILSON,** **MR. HAYWARD.**

COMMITTEE ON LANDS AND CLAIMS:

MR. BLOCK, **MR. HIEMENZ,** **MR. COOPER,**
MR. SCHWEICKHARDT, **MR. LOKER,** **MR. MARQUARD.**

LEASING COMMITTEE:

MR. STREMMLER, **MR. DUROSS,** **MR. CARROLL,**
MR. ROMBAUER, **MR. D'OENCH,** **MR. LIPS.**

BUILDING COMMITTEE:

MR. MEYER, **MR. SCHWEICKHARDT,** **MR. LYNCH,**
MR. PEACOCK, **MR. CHEEVER,** **MR. HAMILTON.**

AUDITING COMMITTEE:

MR. SCHWEICKHARDT, **MR. LOKER,** **MR. HIEMENZ.**

HIGH SCHOOL COMMITTEE:

MR. D'OENCH, **MR. STARKLOFF,** **MR. RICHESON.**

COMMITTEE ON SUPPLIES:

MR. LIPPMAN, **MR. CHEEVER,** **MR. MARQUARD.**

LIBRARY COMMITTEE:

MR. ROMBAUER, **MR. LIPS,** **MR. GUHMAN,**
MR. HAMILTON, **MR. COOPER.**

O'FALLON POLYTECHNIC INSTITUTE:

MR. CHEEVER, **MR. HIEMENZ,** **MR. STARKLOFF.**

COMMITTEE ON WAYS AND MEANS:

MR. WILSON, **MR. PEACOCK,** **MR. BLOCK.**

SALARY COMMITTEE:

MR. LIPS, **MR. GUHMAN,** **MR. DUROSS.**

POLYTECHNIC BUILDING.

MR. HAYWARD, **MR. LYNCH,** **MR. CARROLL.**

REPORT OF THE PRESIDENT.

To the People of St. Louis:

The Annual Report of the Board of *President and Directors of the St. Louis Public Schools* for the year ending July 31, 1871, is herewith presented in accordance with the provisions of the charter.

Although this is the seventeenth annual report of the Board, yet the system of public schools in this city dates back some thirty-five years or more. In 1833 the charter of the present Board was granted. For the previous sixteen years a Board had existed for the control of the lands given by the general government for school purposes; this Board was a close corporation. The new corporation by its charter constituted the whole white population of the city; its powers were vested in a Board of Directors composed of "two members from each ward, elected by the qualified voters thereof and to hold their office for the term of three years, and until their successors were duly elected and qualified." There being three wards in the city at that time, six members were elected to this first Board. At that time the city of St. Louis numbered 6,397 souls and was just beginning its rapid career. The steamboat interest had given a new impulse to the settlements along the river and the population of this city doubled in just four years after the formation of the new School Board. Proceeding to rent the real estate, then in their possession, in a few years, enough revenue was saved from the rents to build two brick buildings costing about \$3,000 each and accommodating in the aggregate 350 pupils. The first of these was opened early in April 1838 — it was situated on the corner of Fourth and Spruce streets.

In 1839 a lot was obtained for the Benton School and in January 1842 the building now standing on Sixth near St. Charles street was opened for pupils. The cost of what was then so large a building (upwards of \$10,000) impoverished the Board and a reaction took place. A tuition fee of \$10 per annum greatly crippled the growth of the schools until 1847. In 1846

the Clark and Mound school houses were occupied. These, with the Jefferson school, made in all, six cheap school houses, established before the first city tax was levied for common schools. A tax of one mill on the dollar was voted by a majority of five to one in June 1849. The revenue from real estate leases at that time amounted to about \$14,000 per annum, and the population of the city was 70,000 and doubling once in six years. The first "mill tax" was collected in 1850—51 and amounted to \$18,432. The progress of the schools has been rapid since taxation furnished their chief source of revenue. Though not yet up to the wants of the population, the school accommodation is gradually approaching the normal standard.

From January 1872 it is thirty years since the opening of the Benton school. During two periods since that time the schools have had serious drawbacks. As already mentioned, from the time of the opening of this school in 1841 to 1847 the tuition fee prevented the normal growth of the system. Again in 1861 a tuition fee cut off 60 per cent. of the attendance, and retarded the growth of the schools not only the two years that it lasted, but for two years longer.

The following statistics will show the increase of the system from 1841:

Years.	Population.	Enrollment in Public Schools.	Revenue from Real estate.	Per cent. of entire population in Public Schools.
1841.....	20,826	350	\$ 4,200	1.2
1851.....	83,439	2,427	14,220	2.9
1861.....	163,783	13,380	38,497	8.1
1871.....	325,000	31,087	53,221	9.6

By these statistics it will be seen that there has been an increase in the ratio of the number enrolled in school on the entire population. The revenue from real estate, it will be seen, does not increase in an equal ratio. As I stated in my last report: "The average annual receipt from rents from 1850 to 1860 was \$19,204. During the ten years following, the yearly average was \$38,541, or about double the former." The appraised value at six per cent. interest would yield from two to

three times this amount even when the latter is not diminished by deducting the expenses of its collection and supervision. I would not be understood as recommending an indiscriminate sale of this property. It is far better that the Board should keep it, though unproductive, than to convert it into a large funded investment. A wiser course, it seems to me, lies between the two. It should be devoted to building purposes as fast as needed. That portion of it which is least likely to appreciate rapidly in value and which yields no income or a merely nominal one, should be sold first. By pursuing this policy the Board can meet the extraordinary demand that exists for new buildings without increasing the rate of taxation or crippling the resources for the running of the schools. This with the practice of a strict economy of expenditure will secure the prosperity of the common schools of this city. By strict economy I do not mean a niggard parsimony, but a wise foresight that adopts the policy of securing the best means at the least possible outlay of money. I have before remarked that the cheapness of a system can only be judged when all phases of expenditure are taken into account. Not the cost of tuition and incidentals—a trifle of \$20 per annum to each pupil—but the cost of board and clothing—all the items that go to the support of those children while at school—must be considered. The parents undergo labor and privation, otherwise unnecessary, to the end that they may give their sons and daughters a good education. To save two or five dollars a year in tuition at the expense of wasting a large portion of the one to five hundred dollars expended in board and clothes would be a procedure that might look like economy at first glance, although it would be in fact the exact opposite of it.

How to increase the efficiency of our school without augmenting the expense is a constant matter of solicitude with the Board. To the attainment of this object very important changes have been gradually introduced during the past year. The first of these has been discussed in previous reports. By cautious and carefully instituted experiments, a system of supervision on the part of the principals of the leading schools has grown up and finally been reduced to an organization with well defined rules and regulations. The ultimate result of this will be to considerably cheapen the cost of instruction while enhancing its value and efficiency. A larger number of pupils

to a teacher can now be permitted with superior results to those obtained in former years. This will enable the Board to make more discrimination in salaries and to retain the best talent in responsible situations without increasing the average cost per pupil.

While our new school buildings are cheap compared with the cost of those built in other cities, we may feel just pride in their convenience and substantial character. They are well lighted and commodious, very simple in interior arrangement while answering exactly the purposes intended. The walls are much thicker than those of similar structures built in this part of the country. The timber used in the flooring and partitions corresponds in strength to the walls and renders unnecessary the pillars and columns that disfigure and obstruct the interior of so many school rooms built in former times. The new houses are very much superior to the old in ventilation and heating facilities and the members of the Building Committee deserve the highest commendation for their unwearied efforts in supervising these matters, and in attending to the solution of a problem that has perplexed the builders of school houses throughout our country. It reflects no discredit on them when I assert that our school buildings furnish only approximate solutions to the important problems of heating and ventilation. To heat and ventilate a large room containing over 12,000 cubic feet of air so rapidly as to supply the wants of sixty pupils who come in together at recess from a temperature of perhaps a few degrees above zero, requires the full power of the furnaces; to keep the room heated to exactly the proper degree is extremely difficult, and if the teacher and pupils get absorbed in a recitation it is likely that the temperature will be entirely forgotten until an extreme has been reached. It is moreover questionable, whether the constant attention of the teacher to the ventilation of the room, as now rendered necessary, does not seriously distract the mind from the more essential matters of discipline and instruction. It is therefore to be hoped that a self regulating heating apparatus will yet be invented for school buildings.

The bad policy of using rented buildings for school purposes has been a subject frequently alluded to heretofore in the Annual Reports. So long as the practice continues it should be severely censured. For a temporary service there is no other remedy. But a year should never be allowed to go by, without

supplying any want ascertained to exist for school accommodations by a new building. Briefly named, the objections to rented houses are these: 1. Want of economy in tuition: they are rarely capable of being seated in such a manner, as to furnish over two thirds of the proper quota to each teacher, thus tuition costs fifty per cent. more than it should; 2. Light is generally very poorly provided for; 3. Ventilation is almost impossible; 4. Yard accommodations are usually scant and ill adapted to the wants of a school; 5. The internal appearance of the school is very unprepossessing and the pupils feel depressed by the atmosphere of the school-room, instead of elevated by it as happens in a large airy room, furnished with taste and all the modern appliances.

Some years ago the crowded condition of our schools rendered necessary the passage of a rule discriminating against the admission of pupils under seven years of age. In my opinion this has worked evil in many localities. That pupils as early as the completion of their sixth year, and in some cases as early as the fifth year, should be in school seems desirable. The mechanical training into habits of good order and industry should begin early. In localities where the tone of social life is not high, the necessity is still greater and children of five years of age should be collected in school. At that age they commence to learn the habits of street life, and rapidly acquire habits that are very difficult to eradicate two years later when they come into our schools. Besides this, our records show us that the average stay in school of pupils in the localities here alluded to is but three years. If two years can be added to their school-life by the practice of receiving them two years earlier, the impression of culture in the formation of their characters may be made deep and lasting. It is my conviction that our course of instruction in lowest grades of schools in such localities should be of slightly modified type adapted especially to younger pupils. It should be a sort of transition from the family nurture to the more serious discipline of study. That the system of Kindergarten Education may furnish us some valuable hints in this respect seems probable, and I venture to suggest the propriety of establishing an experimental one in connection with our system of schools, not with a view to extending our system by the addition of Kindergartens themselves, but with a view to the practical adoption into our primary grades of such features of

discipline and instruction from them, as may seem better adapted to our purposes than those we now employ.

A recent change has been made in the Course of Study, introducing Natural Science into the District School Course in oral lessons one hour in length each week. That this will add greatly to the efficiency of our schools does not admit of doubt. The teachers will become better instructors and the pupils will gain rudimentary notions of the various sciences, thus fitting them more expressively for spheres of practical life. The time taken from the regular course to secure this result is so small that the other lessons will not suffer less but will rather gain through the stimulus of variety in mode of instruction and subjects of investigation. I am not one of those who consider the common branches — reading, writing, arithmetic, and geography — less practical studies than the natural sciences. So far as they go, they are of paramount importance. But in our time it is essential to have some understanding of the natural sciences to fit one for ordinary life. The presuppositions made by newspaper articles, by the machinery of the household or the office, to say nothing of the workshop, are such as to render necessary a knowledge at least of the rudiments of science. Machinery is everywhere emancipating the people from the coarser drudgery of life. It is in this direction that lies the hope of civilization in the future, and it is a great mistake for our systems of education to ignore it.

For detailed information as to the several departments, of the system, I refer to the accompanying reports of the Superintendent and Secretary. These together with the subordinate reports from the Principals of the Normal and High Schools and from the Librarian of the Public School Library have left little for the President to say that will aid a better understanding and appreciation of the system of instruction and the condition of the schools. It remains for me to briefly allude to these in detail.

From the report of the Secretary it will be seen that the receipts and expenditures for the year ending July 31st 1871 were substantially as follows :

From rents	\$ 53,224 65
From real estate sold.....	72,265 00
From school taxes.....	550,830 30
From State school fund	51,350 71
Receipts, Total.....	\$ 727,670 66

The Expenses for the same period were for :

Teachers' Salaries (including Superintendents').	\$ 382,674 55
Janitors' "	33,407 35
Officers' "	8,355 10
Supplies, including fuel & gas.....	28,477 35
Repairs and furniture	44,402 83
General Expenses (Rent Accounts &c.).....	28,731 02
Real estate and improvements.....	197,313 99

Total..... \$ 723,362 19

By reason of large purchases for school lots and corresponding large portions of real estate sold to meet the expenses, the above statement is inflated considerably. The running expenses, excluding permanent investments amount to about \$525,000.

From the Report of the Superintendent it will be seen that the enrollment of pupils and teachers in the schools was as follows :

Number of Teachers in the Day Schools.....	487
" " " " Evening Schools.....	63
Total.....	550

This gives an increase of 84 teachers over the year previous.

Number of Pupils enrolled in Day Schools.....	27,478
" " " " Evening Schools	3,609
Total.....	31,087

This shows an increase over the year previous of 3131 pupils in the Day Schools and an increase of 1145 pupils in the Evening Schools.

The increase in the Day Schools is about one per cent. on the entire population of the city and twelve per cent. on the number in school the previous year.

The special reports of the principals of the Normal and High Schools will be read with interest. By the former of these schools we endeavor to instil into those who are proposing to enter our corps of teachers, the largest amount of professional skill and enthusiasm. The growth of this institution to a size sufficient to supply the wants of our schools is looked for with interest by the Board. To obtain our supply of teachers from abroad, we have to offer higher salaries than are paid at home for the teachers we engage. Besides this we do an injury to our own community, if we neglect home talent. If the same training that fits young

persons for the higher callings elsewhere will fit our own population for those callings, it is wrong to afford no opportunity here for such training. It is also bad economy. It is with pleasure and pride therefore that the citizens of St. Louis will refer to the record of the prosperity of the High School. We are educating pupils in our District Schools for the common walks of life, where less directive power is needed. In the High School we educate those who will become our master-workmen, engineers, surveyors, chemists, druggists, lawyers, statesmen, and the managers of our other manifold industries. One has only to visit our High School to see the exhibition of great aptitude for higher studies on the part of St. Louis youth.

During the past year considerable additions have been made to the accommodations for colored children. For School Number Five a suitable building and sufficient yard-room have been purchased and fitted up. Its capacity is now four rooms, accommodating upwards of 200 pupils. For School Number One, the building formerly used for the Madison School has been provided. In both cases the former premises occupied were insufficient as to room and besides this were of inferior quality. Now the buildings and appurtenances for the five central colored schools are equal in quality to those used for the white schools, and they are far more than equal in size to the present demands of the colored population.

The Evening Schools exhibit a very great increase in number of pupils for the past year, being equal to fifty per cent. on the previous year. Their usefulness to the laboring classes is evident. They supply stimulus to intellectual growth, and save young men and boys from wasting their evenings in idle, mischievous habits. Certificates of membership in the Public School Library have been held out as prizes to those who have shown by their regularity and diligence that they are likely to make a good use of its privileges. They are thus by means of the evening schools brought into connection with an institution of perpetual value to them.

The Public School Library is extending its usefulness very rapidly by means of the relation to the Evening Schools just explained, as well as by its close connection with the Day Schools, furnishing reading for pupils and teachers and the public at large at a merely nominal rate. Its increase during the past year has

been very rapid and by the close of the ensuing year its volumes will number nearly thirty thousand.

In conclusion, I desire in behalf of the Board of Public Schools to congratulate the public on the present flourishing condition as well as the future prospects of the schools, and on this occasion to tender in their behalf to the general Superintendent and his Assistants, and to the large corps of teachers, and to the other subordinate officers of the Board an acknowledgement of their earnest labors and faithful co-operation in advancing the interests under the control of the Board.

FELIX COSTE,

President.



ANNUAL REPORT OF THE SUPERINTENDENT.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS, }
St. Louis, August 1st, 1871. }

*To the Board of President and Directors
of the St. Louis Public Schools.*

GENTLEMEN.—I submit herewith the Seventeenth Annual Report of the schools under your charge.

In accordance with past usage I give first a brief summary of the general and comparative statistics. By these it will be seen that, while there is a gratifying increase in the numbers, there is also in many respects an increase in efficiency. It is manifest on all hands that much room is left for improvement. While our energies are taxed to a large degree to sustain ourselves at the present height of achievement, the distant prospect of the desired goal beckons us to still greater exertions. Facts and figures when carefully prepared and presented exhibit the ratio and extent of the two factors involved in an undertaking: on the one hand the aims and purposes of those who direct or manage, and on the other hand the resistance of the obstacles to be overcome. The one factor is free, intelligent skill directed to the perfection of a system; the other factor is the unformed material awaiting elaboration. Statistics relative to human affairs always wear a somewhat frightful aspect. Their rigid uniformity apparently indicates the control of an inexorable fate or necessity where human freedom seems to have no part or lot. A kind of iron destiny seems to overrule all — not only the outlying circle of conditions, but likewise the narrow included circle of human caprice and design. When we learn that seemingly contingent

occurrences are governed by laws, e. g. the number of letters misdirected through carelessness or ignorance is a constant per cent. of the entire number of letters mailed—or in general that the number of abnormal acts—such as suicides, murders, thefts, cases of forgetfulness,—is an unvarying ratio, when taken in the aggregate, there seems to be no place left for human freedom. Small variations in details seem to be counter-balanced and lost in the larger averages. According to this view caprice and arbitrary choice, deliberate purpose and free rational action are delusive and seeming — mere phases of large aggregate movements governed by social forces acting in as necessary a manner as the laws of physical nature. But when on the other hand we consider that the aggregate social force is composed of individual units and that the uniformity of results is due to uniformity of individual purposes on the one hand and uniformity of outside conditions on the other, the problem is simplified and becomes less threatening toward individual freedom. Whether the convictions and purposes of the individuals be like or different, they are not necessary causes of action like physical forces. As Aristotle long ago discriminated : there is the widest difference between efficient causes and final causes, between a constraining necessity and a purpose or design ; the former is a *real* condition, the latter an *ideal* condition depending on the thinking intelligence of the individual.

Thus social statistics exhibit the combined result of freedom and necessity — of efficient and final causes. Pedagogics is a branch of Social Science and its numerical results constitute a very important item in estimating the causes of social phenomena. In our day a great activity begins to be manifested in all departments of social science ; the phenomena of one province are studied in connection with those of another ; it is obvious that we can study the science of Education to advantage only in the light of social science at large. The valuable statistical information given in the Report of the National Commissioner of Education is compiled with a view to this principle. In the same spirit I have drawn information from the papers read at the recent National Police Convention held in this city, in order to discuss on this occasion the ever recurring question of Moral Education. There seems to be so much agitation on this subject with so little certainty as to results desired and means to attain them that any attempt to clear up the problem is not

out of place in a report like this. In fact the time demands a complete elucidation of the problem of moral education at the hands of those who direct the system of Public Schools. Accordingly I shall endeavor in considering the general aspect of our school statistics to call special attention to the phase of moral education. To this end I shall pass over with little discussion those statistics which have no important bearing on this theme.

GENERAL STATISTICS.

POPULATION OF THE CITY.

Population of the city, October 1, 1871 (estimated).....	325,000
Number between 5 and 21 years, (drawing state money)	101,127
Number between 6 and 16 years of age	65,721

SCHOOL HOUSES.

Number of school houses.....	52
Number owned by the Board.....	46
" rented.....	6
" heated with stoves.....	23
" heated with furnaces or steam ...	29
Number of school rooms	387
Estimated value of school lots	\$570,564 50
Estimated value of buildings and furniture	1,056,336 98
Polytechnic building, lot, and furniture	380,374 26
Total value of property for school purposes	\$2,007,275 74

For detailed statistics regarding buildings I refer to Table I, page lxxviii of the appendix. The following statement shows the increase for the past seven years :

	1865.	1866.	1867.	1868.	1869.	1870.	1871.
Number of houses ...	21	23	30	35	40	48	52
Number of seats.....	8,976	9,916	11,055	13,510	18,000	20,105	23,222

The new accommodations have been created by the opening of the following schools ; but in many instances old schools have been closed on the opening of new buildings so that the following list does not present the net addition.

REPORT OF SUPERINTENDENT OF

Benton (new Building)	700 Seats
Carondelet (new Building)	700 "
Carr Lane " "	700 "
Carr Lane Primary (rented).....	150 "
Douglas (new building)	700 "
Douglas Primary (rented).....	150 "
Everett Primary (rented)	150 "
Humboldt (new building)	700 "
Irving " "	700 "
Laclede " "	700 "
Madison " "	700 "
Addition to Chouteau School	120 "
Olive Street Primary (rented)	150 "
Pestalozzi (new building).....	480 "
<hr/>	
Total.....	6800 Seats

The following buildings are in process of erection and will be ready for opening in September 1872:

Divoll School 12 Rooms, Cor. Dayton & Glasgow avenue.
 Charles Pope School 12 Rooms, Cor. Ewing & Leffingwell ave.
 Peabody School 12 Rooms, Cor. 2d Carondelet ave. & Carroll street.
 Edward Bates School.....12 Rooms, Cor. Bates & Collins streets.

I think it advisable that additions of four rooms each be made to the Hamilton and Shepard schools, making them eight-room schools. And besides these additions a complete remodelling of the Franklin building should be made during the summer of 1872 so as to secure light, ventilation and other conveniences essential to health and comfort. The removal of the partition wall separating the small recitation rooms from the main rooms will give light and ventilation. The number of pupils in the building will be necessarily decreased by this change. Inasmuch as the yard-room is very limited, this will be an advantage. But a further advantage will be found in the saving of expense for tuition: for under the new arrangement 60 pupils may be assigned to each teacher, whereas only 34 per teacher has been the number for the past year. This considered, the result will stand as follows :

Previous number of pupils accommodated.....	928
After alteration " "	700
Decrease	228
Previous cost of tuition per pupil	\$21 18
Cost under the new arrangement	14 60

Being a saving of \$6.58 per pupil or of \$6,106.24 on the total number of 928 pupils, the surplus of whom will be provided for in the new buildings now in process of erection. This saving will be effected through the circumstance that seventeen teachers will be able to do the work at present performed by twenty-eight teachers and in a far more satisfactory manner.

Schools and Teachers.

Normal	.....	1
High and Intermediate	.....	1
District	.....	44
Colored	.....	6
Evening	.....	16
 Total number of schools		68
Total number of teachers in day and evening schools	.....	559
Average number of teachers in day schools .....	.....	487
Males	.....	40
Females	.....	447
Principals	.....	49
Assistants	.....	433
Music teachers	.....	3
Drawing teachers	.....	1
Writing teachers	.....	1
Number in Normal school	.....	7
Number in High school and Intermediate	.....	16
Number in District schools	.....	443
Number in Colored schools	.....	21
Number in Evening schools	.....	72

The increase of teachers in the day schools for the past ten years may be seen in the following table:

TABLE II, PAGE lxxx APPENDIX.

Enrollment and Attendance of Pupils.

Total number enrolled, day schools.....	27,587
Normal school—girls.....	155
High school—boys 175; girls 229—total.....	404
Intermediate school—boys 72; girls 67—total.....	139
District schools—boys 12,752; girls 12,577—total.....	25,329
Colored schools—boys 689; girls 871—total.....	1,560
Evening schools—total.....	3,615
Total number enrolled, day and evening schools.....	31,202
Whole number of school days.....	200
Number of pupils who attended 200 days	624
" " " from 180 to 200 days....	9,059
" " " 160 to 180 "	3,480
" " " 140 to 160 "	2,248
" " " 120 to 140 "	1,875
" " " 100 to 120 "	1,611
" " " 80 to 100 "	1,672
" " " 60 to 80 "	1,729
" " " 40 to 60 "	1,908
" " " 20 to 40 "	1,649
" " less than 20 "	1,781
" not absent during their enrollment.....	1,420
" " tardy " " "	17,117
" cases of tardiness.....	27,031
" " re-admittance	6,770

Per cent. of entire Number Enrolled.

PUPILS ATTENDING.	1858—59	1859—60	1860—61	1861—62	1862—63	1863—64	1864—65	1865—66	1866—67	1867—68	1868—69	1869—70	1870—71
200 days.....	20	17	....	1	....	1	2	2	2	3	2	2	2
180 to 200 days.....	10	10	19	21	....	20	23	25	24	29	32	30	33
160 to 180 "	8	9	18	10	....	12	12	13	18	13	14	14	13
140 to 160 "	7	8	10	9	....	10	9	8	10	9	9	9	8
120 to 140 "	5	7	8	7	....	8	7	8	7	7	6	7	7
100 to 120 "	7	7	8	6	....	7	6	7	6	6	6	6	6
80 to 100 "	7	7	6	9	....	8	6	7	6	6	6	7	6
60 to 80 "	7	8	7	8	....	8	7	7	6	6	6	6	6
40 to 60 "	10	10	7	13	....	9	9	8	7	7	7	7	7
20 to 40 "	9	8	8	9	....	8	9	7	8	7	6	6	6
1 to 20 "	10	9	9	7	....	9	10	8	6	7	6	6	6
Total.....	100	100	100	100	....	100	100	100	100	100	100	100	100
Not absent.....	5	6	8	9	....	5	5	6	7	8	6	4	5
Not tardy.....	41	41	46	48	....	50	50	55	57	58	56	52	62
Cases of tardiness	268	213	182	224	265	205	200	140	119	116	120	118	97

In the above tables it will be seen, that the character of attendance has greatly improved over last year. The cases of tardiness for the year being 27,031 this year against 28,714 last year, or 97 cases to each 100 pupils this year against 118 cases last year. The number of pupils not tardy once during their enrollment has increased from 12,618 last year to 17,117 this year, or, expressed decimals, from 52 to 62 per cent. of the entire number. Although punctuality is of greater importance as a moral habit than regularity, yet the latter item, expressed by the number of pupils not absent during their enrollment, has improved. There were in 1870, 916 pupils not absent during their enrollment while in 1871 there were 1,420, an increase from 4 per cent. to 5 per cent. on the entire number.

Significance of these facts.

Education includes not only the discipline and instruction of the intellect, but the discipline and training of the will, or *moral education*. This has been reiterated so often that every one assents to it although few reflect on the exact signification of the word *moral*. Many suppose moral education to consist in filling the mind with moral lessons taught much in the same way as history or grammar. A great number would have religion and morality taught together; these contend strenuously that religion is the basis of morality and that the latter cannot be taught without the former. They hold, consistently with this view, that unless public schools admit religious instruction in some form they are "godless" and immoral.

Nature and Importance of Moral Education.

I. *Importance.* To the thinking observer, nothing can be more obvious than the fact that the whole fabric of society rests on the proper moral training of the young. The network of habits and observances which makes social combination possible, which enables men to live together as a community, constitutes an ethical system. In that ethical system only, is spiritual life possible. Without such a system even the lowest stage of society—that of mere savages—could not exist. In proportion to the completeness of development of its ethical system, a community rises in the scale from barbarism.

II. *Fundamental principle.* Human responsibility is the fundamental presupposition of all ethical systems. But the de-

gree of its realization varies, and with it varies the scale of civilization. The Oriental civilizations of the present day, and even the European civilizations of ancient times, fail to recognize individual responsibility in the sense that modern Christendom does. Our modern civilization would prove utterly untenable on a basis of Chinese ethics. In China the individual does not form the unit; the unit is the family. Individuals are minors, not having reached separate, individual responsibility. On this fact rests their mode of punishment—corporal chastisement, rather than the mere deprivation of property and freedom of life and limb, as with us. Corporal punishment is corrective and preventive, but does not imply individual consciousness of honor—it treads it out, wherever it finds it. A crime committed by an individual is expiated by the whole family in China. Neither is the intention of the individual taken into account. What is done by the individual through accident is placed in the same category as his intentional acts. This distinction of moral purpose and intention from mere contingent results of action, is indeed not fully arrived at, until we come down to quite modern times, to the time when the criminal code has become interpenetrated with the Christian principle. It is obvious that in those civilizations wherein the patriarchal idea still holds sway, the individual in a large measure takes his resolution to act, chiefly from the elders of the family. Perhaps the whole family derive their common guidance from the oracle, the auspices, the auguries or some special mode of receiving an intimation of a higher will. Modes have varied with different peoples, but the essential fact has been everywhere the same, that decision was an extra-individual concern. Nevertheless responsibility was recognized even though it transcended the limits we ascribe to it. In the savage state of society the whole tribe or people is held responsible for the deed of a single individual. Among the half civilized peoples the family is the unit of responsibility. It is the mark of the first stage of civilization to hold the individual responsible without distinguishing the accidental effects of an act from those of wilful intention. Finally the enlightened stage of civilization discriminates between malice, error, and accident, in weighing the responsibility of human acts.

III. *Religion and Morality.* The close relation of morality, which includes special duties, to religion, which contains the

ultimate and supreme ground of all obligation, has led to the connection which we see everywhere existing between the system of education and the national religion. The national religion in defining its relation to God, defines its idea of the final destiny of man. Not only does education, moral and intellectual, depend directly upon this, but the form of government, the constitution of civil society, likewise presuppose that basis. The caste system of the Hindoos, founded in the Brahminic religion, determines minutely the whole fabric of their civilization and consequently their morality. Whoever has read the tedious catalogue of duties in the code of Manu will bear witness to the complexity and artificial nature of a system of duties founded on Brahminism. "What Heaven has conferred is called THE NATURE," says Confucius; "an accordance with this nature is called THE PATH OF DUTY; the regulation of this path is called INSTRUCTION." The Analects of Confucius and the other Chinese classics prescribe the duties that flow from their religious principle—the worship of ancestors. Religion, government and education in Greece united to realize the Divine as a work of art; the tenet of their religion, which makes of the Divine a Manifestation in specialized existence, moulded the entire ethical life of the Greeks—not only their worship of the statues of the beautiful divinities, and their culture of the human physique into living resemblance to those ideals, but even their initiation into the mysteries, wherein they celebrated by sensuous ceremonies and exhibitions the mediation by which the manifestation of the Divine is realized. The obverse of this phase is found in the religion and ethics of Rome. The state and religion there existed for the subjection of all that is individual and special, to the universal; the special person sacrifices himself, his whims and caprices, for his abstract individuality, for himself, as a legal existence. Sacrifice of special existence gave such solid satisfaction to the Roman people that their favorite spectacles in the arena consisted in actual death struggles of gladiators with beasts, or with each other. The principle of the state was inseparable from their religion; sacrifice of what is special for the sake of the general law, was performed constantly by symbols and by actual deeds throughout the entire history of Rome, until its principle tottered to its fall under the emperors.

On this basis appeared Christianity in the world. The Roman state-religion had culminated in crushing the individual into the

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abstract soulless forms of secular law. The new religion proclaimed a spiritual kingdom to be found in the depths of inward reflection and devotion. Separating itself thus from the external and merely secular, a new institution arises in the world—the Church as a distinct existence. In the heathen civilizations religion and the state had not become separate existences. The complete evolution of an existence or organism only occurs when each function has its special organ, and through the extreme of division there is realized the highest unity. Compare the life of the protozoa with that of the highest vertebrates, or the savage state of society wherein there exists no division of labor with that more advanced stage of society wherein the greatest diversity of employments coexists with the completest unity and interdependence through domestic and foreign commerce; or finally, compare the absolute despotism wherein the three essential functions of government, the legislative, executive, and judicial powers are all centralized in one man or family,—compare this with the most developed constitution wherein these functions are separate and coördinate. Accordingly we find in modern history two distinct elements, the religious and the secular, continually becoming more explicit and independent, while they develop more and more into harmony, in what they embody. On the one hand is the temple of the Divine, wherein the truth and freedom in God are presented to the human spirit as doctrines by which the deepest aspirations of the heart are to be moulded and directed. On the other hand exist the state and civil society for the establishment of justice and moral rectitude—the realization of that spiritual freedom which constitutes the fundamental principle of religion. But it is obvious that such separation and complete development are not accidental; it is obvious that the Christian religion could not exist perfectly in a state founded on an idea not in harmony with it. The history of the Byzantine empire affords proof. Only where the state is founded fully on the Christian idea, can religion and the state be sundered as existing institutions. It is manifest that a rude barbaric state, like that realized under the name of feudalism, did not possess enough of the true idea to allow of separate organization. The period of history, wherein the religious idea had not penetrated the secular world, but remained outside of it carrying on a conflict with it, is well named the DARK AGES. Its ideal is portrayed in the majestic dramas of Calderon. Se-

cular life stands under the ban and the utter annihilation of civil society and its indispensable agent—productive industry—is portrayed as the realization of religion in the world. In the *Autos* he makes the beggar secure the ultimate triumph in the human conflict, and the beggar is the symbol of ruin to the secular. The rise of the modern states-system, that dates its slow growth from the wars of Charles the Fifth, Henry the Eighth, and Francis the First, indicates the subjection of the mere secular principle in so far as it is anti-religious. The discipline of serfdom on the one hand and of the terrors of excommunication on the other, had tamed the barbaric element of society. "Henceforth in the history of the world that terrible inward struggle settles down into the quiet process of education;" the human being finds himself born into a moral world, and mild discipline trains his will and intelligence into the practice of prescribed forms and rational insight into the same.

The secular becomes independent of the religious, not in the sense that it alone is all sufficient for man, but only in the sense that it is capable of directing its own sphere in harmony with religion, and consequently does not need interference or guidance from it. Into the realms of the secular has been transferred and recognized the religious principle of human responsibility. Modern Science also rests on the presupposition that the world is an embodiment of Divine Reason. That men in the finite occupations of practical life shall prefer justice and right to individual gratification is the object of the state. What breaks the laws of Right is called a *crime*. What breaks the mandate of Religion is called a *sin*. In the distinction between the idea of Sin and that of Crime lies the ground of the separation of Church and State in modern times. Religion, dealing with the innermost personality of man and in view of the essential inadequacy of the mere individual to the ideal type of spirit, pronounces the sinner a lost being and deserving of infinite punishment. It proffers reconciliation upon the complete self-surrender of the culprit and meets infinite forfeiture with infinite mercy. The State on the other hand deals only with the actual deed and its intent. It measures each deed only by itself and not by the absolute ideal. The code of Draco would expiate all crime with blood. Such a code would be in one-sided conformity to the principle of religion through the fact that it accepted its view of sin without modifying it by the principle of mercy.

Modern jurisprudence, however, strictly confines itself to returning each deed upon the doer. It says, "Man shall be self-determined, I will see to that: if he do right, he shall reap the fruits of integrity; if he do wrong, he shall hurt himself. If he steal, he shall lose his property in himself; if he take life, he shall take his own." Thus the State has a measure for punishment, and the individual with the certainty of reaping the effect of his deed, realizes in himself that culture of individuality which only a perpetual sense of responsibility can make. Change this and let the Church have a hand in directing the jurisprudence, and a confusion enters at once, from the impossibility of reconciling the two standards of estimating the retribution for crime. This is necessarily so, for Religion cannot afford to compromise its view of sin as infinitely negative in its nature. If it allows an act of sin to be committed for a finite penalty, it lets go its hold on the eternal and becomes corrupt. To remit all punishment on the ground of infinite mercy, would destroy the ethical world at once. If man is to be deprived of the result of his deeds, he is practically shorn of his responsibility and consequently of his freedom or self-determination. These contradictions have made their appearance in the history of man, in various shapes.

IV. *Morality in the School.* Upon the question, whether morality can be taught apart from special religious instruction, depends the answer to the question, whether special religious instruction should be given in public schools. It is clear from the grounds just considered that Religion and the State should be separate in order to secure the highest perfection of each. And this doctrine is not based on the denial of the supreme importance of Religion, but on the principle that the modern state exists for the realization of one of the principles unfolded by Religion, and that this function can not be performed unless the two are independent as existing institutions.

Morality is certainly indispensable to the system of education. Whatever separation may be made of religion, morality must be provided for. At the outset it has been already acknowledged that religion, containing as it does, the ultimate ground of obligation must necessarily furnish the ground for the system of ethics that grows up under it. But on the same ground that Church and State have become independent, why may not the school and the church also sunder to mutual advantage?

Whatever the church has nurtured to such a maturity that it can live and thrive on its own inherent value, should be no longer supported by mere ecclesiastical authority. If the code of moral duties is supported and recognized fully by the State as necessary to the well-being of society, morality will not lose, but religion will gain by letting the State have charge of moral education. It will gain, for the reason that moral obligation, well taught, strengthens the hold of religion, and this all the more for being based on political or social necessity. Moral law, as thus shown to be the foundation of civilization and all successful human endeavor, is next akin to religion. If in our schools the youth are trained to habits of ready obedience to the command of duty, irrespective of appeals to self-interest or to the ultimate grounds of obligation in religion, there must needs be formed in them characters whose basis is self-control, self-denial, or preference of what is right for mere inclination. Religion then would find its presuppositions already developed in the mind of youth, just as it now finds a ready entrance into a community, where the State has organized justice. In a country where the State is not developed, violence reigns, and religion finds superstition and fear where there should be reverence and love. If the Church has the whole care of the education it inculcates duties on the ground of religious obligation, and the morality thus formed gives it no reciprocal support. It is impossible to distinguish the outlines of objects in a dusky cave when the eye has just been adapted to the glare of noon. Finite duties become indistinct in too close proximity to the infinite. The secular can be recognized as essential to man, but its finite system of weights and measures cannot be used by religion without weakening it, nor can they be abrogated without utter destruction to the secular. To punish a crime as a sin destroys practical life, and to treat sin as a mere crime degrades religion from the holy to the profane. To inculcate morality, which is a system of special duties solely from the final ground of duty is liable to produce asceticism, if effective, but the system is more likely to leave the springs of action untouched. To treat all derelictions of duty as sins deprives them of their measure, to give them their finite measure lowers the standard of religion. It may well happen that one duty clashes with another, e.g. the duty to be industrious with the duty to preserve one's health. The practical measure by which the secular is preserved is the

finite measure, i. e. that of one duty with another—and this is the same measure that the state has successfully adopted.

It remains now to consider more in detail the nature of moral duty, and afterwards to unfold the secular provision for it in our schools.

V. *The System of Morality.* Duties are divided into two species: legal obligations are those which have an external necessity in the laws of the State; moral obligations depend upon the subjective will of the individual, and concern more directly his intention. In a broad sense all duties are moral, but only in the phase of their relation to the disposition of the individual. While the legal code is merely prohibitory, the moral code ordains positive acts. In morality there hovers before the individual an ideal man whose act shall be universal and not limited through selfishness either in the form of impulse and passion, or calculation. Thus moral duties include the duties of an individual to himself and those which arise through his relation to others:

(1) *Duties of the individual to himself.* As a special being of nature, it is the duty of the individual to realize in himself the ideal of humanity; this demands the use of his natural being as a means and not as an end. (a) He must foster and preserve his physical organism. (b) He must learn to absorb his whole endeavor in the pursuit of a rational end—some particular avocation in life. (c) He must confine his gratification of the natural wants within proper limits and learn to sacrifice them for higher duties. (d) Through this self-control he must strive for self-culture, sacrificing his natural being for his spiritual being. These duties to self, apparently immediate, are however, only contingent upon broader duties which he owes to others. The individual is not able to achieve his highest end and aim directly through himself but only through combination with his fellow-men—with the human race. This combination has three stages (a) the family, (b) civil society, (c) the state. The duties of religion belong to a higher sphere.

(2) *Duties toward others.* (a) *Within the family* the interest of each is that of all in a special natural sense. The reciprocal duties of parents and children, of brothers and sisters, of husband and wife form a special code distinguished from other spheres of morality by its close connection with natural impulse; affection and reverence form its foundation. In this sphere isolated interest is vicious and immoral; the community is the unit. A

transition from the family to civil society is found in *polite society* wherein there prevails the tone of the family elevated to a general demeanor. The essence of politeness consists in persistently treating the special individual with whom one has relations, as an ideal being. Every human being has in himself the possibility of ideal humanity. Polite conduct consists in regulating one's behavior toward him by this ideal. Consequently politeness requires us to ignore all personal defects, not alluding to our own or to those of others; even rudeness toward us passes unnoticed and receives only courteous treatment in return. Within the family and within polite society these unselfish and refined manners must prevail. It is not however sufficient for the human spirit that it remain within such limits. They serve only as polish to human actions which penetrate deeper the essence of personality. (b) In *Civil Society* proper we have combination by means of division of labor and commerce. Each works for himself and has in so far a selfish end; but he achieves it through devoting himself to the gratification of some want of his fellow-men. Thus his selfishness gets mediated, and its quality changed. In the field of productive industry the individual does not any longer act from the impulse of affection, or pity; he helps others as the organized means of self-aggrandizement; he does not treat others as abstract ideals merely (the polite world); but he treats them as free personal units concretely realized in the ownership of property. The fact of realization of personality through property gives an externality to the whole code of duties belonging to civil society. One man deals with another as abstract legal person in business transactions which form the real practical interest. Honesty and integrity, prudence and policy, punctuality and regularity are the cardinal virtues here. (c) In the *State* mere natural affection and courtesy to the ideal—the principles of the family and polite society—as well as the pursuit of individual gain, which finds its sphere in civil society, are subordinated to an actual ideal, that of justice. Man is here complemented so that whatever he does returns through the state to himself and he becomes actually free and self-determined. What polite society assumes and makes into an Appearance, is in the State realized as an Actual, but in such a way that complete responsibility attaches to the individual.

In these spheres of ethics there lies at the basis the fundamen-

tal idea of the distinction of man as a natural being (mere animal) from man as human (elevated into his ideal through culture). Thus the fundamental basis is SELF-SACRIFICE, employing as its conviction *responsibility* i. e. the insight into the necessity of its own agency in attaining its true self by the suppression of its natural appetites. Self-control, self-denial, temperance, neatness, cleanliness, self-respect,—these are various species that fall immediately under this general category. In the practice of duty, Obedience is the first condition: obey the higher, repress the lower. In obedience, reference is had to what is external. But it is the external, to mere natural being only. Obedience is the mediation by which the true self is realized and the illusive self of mere natural impulse renounced. Obedience has several phases: (1) *punctuality* or conformity to the external requirements of time and place; (2) *order* and *regularity*—conformity to the rhythm that governs external things; (3) *perseverance*—conformity to purpose; (4) *earnestness*—conformity of outward endeavor to inward resolution; (5) *justice*—conformity to the universal (self-measured) standard of action; (6) *truthfulness*—conformity of utterance (speech and behavior) to reality; (7) *industry*—conformity of activity to the channels prescribed by society so that what one does is directly for others, indirectly for one's self. Obedience is the general mode of this conformity of the individual to general rules, laws, and prescribed forms of activity. This is one side of self-sacrifice. The other side of self-sacrifice is Kindness in its various species included under the terms of sympathy, forbearance, considerateness, mercy, benevolence, charity, philanthropy. Kindness is akin to politeness and courtesy, in that it looks upon the human being as embodying the ideal of humanity, no matter what form he wears; but it differs from courtesy and is superior to it in that it sees also the real, its imperfection and limitations. It does not merely, like justice in the state, hold up in the face of each, the mirror of his deed, but regards this as no ultimatum and affirms the ideal to be the true final aim and destiny of the individual, to whom it offers aid and comfort. It seeks to remove the imperfections and limitations of humanity without injury to the individual. Justice does not respect particularity—Kindness does respect it. In Kindness or Love the universal is carried into the particular (descends into it) without destroying it, but with the design of drawing up to it the latter. Kindness

therefore is the moral duty that approaches nearest to Religion and forms the connecting link with it.

School Discipline as adapted to secure moral education.

I have discussed at great length the question of the nature of morality and its relations to other spheres in order to approach intelligently the question: Is the discipline of our schools a moral one, and if not in what respects is it deficient? It remains only to state what is really accomplished by the school established on a purely secular basis.

The pillars on which public school education rests are BEHAVIOR or deportment, and SCHOLARSHIP. The first requisite of the school is *Order*: each pupil must be taught first and foremost to conform his behavior to a general standard. Only thus can the school as a community exist and fulfil its functions. In the outset therefore a whole family of virtues are taught the pupil, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character. The method of this moral training is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupil is not a vague generality. It divides into specific, well-defined duties (1) *Punctuality*: the pupil must be at school in time. Sleep, meals, play, business, indisposition — all must give way to the duty of obedience to the external requirement of time. Punctuality does not end with getting to school. While in school it is of equal importance. Combination cannot be achieved without it. The pupil must have his lessons ready at the appointed time, must rise at the tap of the bell, move to the line, return; in short, go through all the evolutions with equal precision. (2) *Regularity* is punctuality reduced to a system. Conformity to the requirements of time in a particular instance is punctuality; made general it becomes regularity. Combination in school rests on these two virtues. They are the most elementary ones of the moral code—its alphabet. Our schools have achieved the very high rank indicated in the statistics above given only through the most persistent effort on the part of the teachers. The community submits to regulations patiently, but it may be doubted whether their importance is fully appreciated. This age is called the *age of productive industry*. It is the era of emancipation of each and every member of society from the drudgery of slavery to his natural wants. The emancipation is

effected through *machinery*. Machinery during the past fifty years has quadrupled the efficiency of human industry. With the same amount of labor each man may obtain four times the amount of food, clothing and shelter, or for one-fourth of the labor necessary fifty years ago he may obtain as much, as the laborer of that period did. Achievement in this direction has but begun. In the future hovers the picture of a humanity so free on the side of its natural wants that its time is its own for spiritual culture. But there is one general training especially requisite for the generations of men who are to act as directors of machinery, and of business that depends upon it—this training is in the habits of punctuality and regularity. A human being may wait for the arrival of another, a machine will not make any allowance for subjective whims, or caprices, or failures in obedience to the laws of time and space. The fact that so much of labor depends upon machinery makes itself felt throughout all occupations of life. The necessity of conformity to the time of the train, to the starting of work in the manufactory, fixes the times for the minor affairs of life with absolute precision. Only by obedience to these abstract external laws of time and place may we achieve that social combination necessary to free us from degrading slavery to our physical wants and necessities.

But the school makes these duties the ground and means of higher duties. They are indispensable, but no ultimatum. They render possible, higher spiritual culture. The quick and prompt obedience of the pupil in simple mechanical training, renders the child penetrable, and accessible to lessons of higher import. To this end the discipline extends to calisthenics: the pupil is taught to sacrifice his arbitrary control over his body and to combine regularly and punctually with others in imitating prescribed bodily gestures or exercises. Thus his sense of rhythm—or regular combination with others—is further developed. Through this becomes possible the training to general habits of proper position for sitting and standing, proper modes of speaking, addressing others, in general the formalities of polite intercourse. The highest discipline under the head of rhythm is reached in vocal music. This presupposes in the highest degree the training in punctual and regular habits, and a conscious participation in the result is reached by the pupil through his enjoyment of the harmony he assists in producing.

Here—in vocal music—the external, mechanical, aspect of discipline softens, and a response to it is felt in the deepest inner being of the soul—the domain of feeling. This brings us to the next step in school discipline. (3) *Silence* is the basis for the culture of internality or reflection—the soil in which thought grows. The pupil is therefore taught habits of silence: to restrain his natural animal impulse to prate and chatter, or to excite attention by his occupation on the material world around him. All ascent above natural being arises through this ability to hold back the mind from utterance of the immediate impulse, and to correct its one-sidedness by combination and generalization. The largest combination and widest generalization is the deepest and truest. Thus silence in the school room has a twofold significance. It is necessary to the attainment of combination with others, and besides this, it is a direct discipline in the art of combining the diffused and feeble efforts of the pupil himself. He begins his career with mental distraction, everything isolated in his mind, and learns to connect the scattered phases, classify and arrange them, and thus to generalize and reduce them. The first glance does not suffice; it is the repetition of mental effort, the *absorption* of the mind that digests the multiplicity before it. This depends directly upon silence. The distraction of the mind consequent upon garrulity, or the occupation of any of the senses exclusively, prevents reflection. Silence allows the repose of the senses and the awakening of insight and reflection. In our schools this is carried further than merely negative silence and the pupil is taught the difficult but essential habit of absorption in his proper task even when a lively recitation is going on with another class. He must acquire that strength of mind (of internality) which will enable him to pursue without distraction his train of thought and study, under any external conditions. Out of this discipline grow attention, memory, thought—the three factors of theoretic culture. The culture described thus far, is very formal although it is essential to all that follows. It is a great point to gain so much, and to gain it by proper means. A school discipline that secured this through harsh, rough means, through appeals to corporal punishment, would break down the deeper sense of honor in the pupil. The Chinese ethical system is enforced through all grades, from the day laborer up to the highest mandarin, by the administration of corporal punishment and the consequence

or cause of this is the fact that the Chinese are utterly devoid of the sense of honor or of its deeper basis—the sense of responsibility as moral beings.

The school therefore as its fourth virtue in the ascending scale inculcates truthfulness. (4) *Truth* is the basis of the duties of a man toward others. Truth makes free, says the old proverb. No positive relation with our fellow men is possible except through truth. Untruth is the essence of discord. Earnestness and sincerity, honesty and reliability are the virtues that rest directly on truthfulness. The vices founded on neglect of this duty are lying, deceit, hypocrisy, cheating and all manner of fraud; its effects on society are to produce suspicion and distrust among men and to stifle all spiritual relationship. It is a subtle poison that destroys the positive benefits that may be derived from the institutions of society; and the individual who practices it will soon find himself in the condition of a wild beast, as regards social life. The virtue of truthfulness is developed in a twofold way in the school-room. First, by the continual discipline of the recitation; the pupil is required to be accurate and comprehensive in his statements; he is taught that suppression of essential particulars makes his statement false; he is held strictly accountable to know what he says, i. e. to have a clear conception of what is involved in the words he uses. Very much of the untruth and consequent distrust among men arises in the first instance from lack of a clear insight into what was implied by the words used. It is only one step from a lie committed by mistake to a lie on purpose; for to suffer the penalty for a supposed vice is a temptation to enjoy its supposed selfish advantages. Careful attention to the implications of one's statements is the first step in the inculcation of truth; and this can scarcely find a better discipline than in the properly conducted recitation. The second mode of securing truthfulness is the direct application of discipline to the behavior of the pupil. Any lack of truthfulness in the pupil reveals itself at once in his struggles to conceal his misdemeanors. It is an object of constant care on the part of the teacher to suppress lying and dishonesty in whatever forms they may manifest themselves. The admonition of the teacher, the disgrace felt at exposure in presence of the class, are most powerful caustics to remove this moral disorder. (5) The duty of justice next follows that of truthfulness and finds partly its presupposition in the latter.

Justice can be taught only in a community. In a well ordered community it grows spontaneously. A system of measure established, by which conformity to rule and right is rewarded by recognition, and all breach of discipline met by prompt exposure, appeals constantly to the sense of justice and develops its normal exercise. A danger lies, however, in certain baneful practices sometimes adopted by educators. On the supposition that the child cannot see the legitimate and healthy results of doing his duty he is offered a special reward for it. This goes far to sap the foundation of all morality. The feeling of responsibility is the essence of virtue, and an extraneous reward held up as the end sought tends to destroy what little internal self-determination the pupil may possess. The distinction between the inclination (the "I want") of the child, and his true ideal nature (expressed in "I ought"), should be continually kept before the child and not confused by concealing the duty under some shape of immediate self-interest. Doubtless self-interest lies at the bottom of all virtue, for man is a self-related being; but its circle is so large that no one can perceive its full return in an individual instance, and the only guide, at all safe, is duty pure and simple. The little community of the schoolroom, filled with fifty or sixty children presents a miniature world. There are children of the wealthy and of the indigent, children of talent, and children of slow, imprisoned, intellects; some with quick theoretical, some with strong practical tendencies; some with deep spiritual instincts, others with base brutal ones. External dress and carriage, and use of speech varies accordingly. Before the school-room ideal all prerogatives vanish and each is equal in that respect; the standard of comparison shall be the work done, its quantity and its quality. From the very outset the child learns to distinguish essential humanity from its accidental surroundings. Keenness of perception, moral integrity, practical sagacity, these are the triumphant powers of the good school. Can there be a better soil for the growth of a feeling of moral responsibility or a sense of justice? (6) The highest virtue in our list—Kindness or Love of Mankind—like the sense of justice, requires a community for its culture—a community which like the school brings together all classes and conditions, and subjects them to the same trials and the same standard of success. The feeling of justice fostered by a constant opportunity to see through the adventitious wrappings of social rank and con-

dition and observe the real substance of the character, prepares the basis for kindness. The discrepancy between good intent and deserts, which arouses childish sympathy most readily, is the first incitement. Justice proclaims that seeming and good intent are not sufficient—there must be adequate performance. If this principle did not prevail in society and the moral world at large, there would be no more strenuous exertion to growth; the wish would be sufficient. But the good intention baffled of its actual fruition through inadequate performance is ever an object that excites deepest sympathy and commiseration in the kind heart. Not only the good intention is the object of kindness, but even the depraved and corrupt excites pity. The trials, that all are alike subjected to, reveal to each childish heart the temptations and struggles with passion and impulse, as well as the weakness of intellect and will that belong to his fellows. Broad human sympathy grows up under these conditions and a Christian civilization finds in it its necessary presupposition.

The education of youth by means of private tutors essentially lacks the whole side of moral education, such as we find it in the good school.

I have been thus explicit on this theme because of the ever renewed discussion of moral education by friends and enemies of Public School Education. Frequently it has been admitted by its friends that education without special religious instruction—at least, without the reading of the Bible—was pernicious and immoral. I think it is sufficiently evident that such is not the case, but rather the opposite. But in this exposition I wish to be explicitly understood as claiming only that Public School education is moral and completely so, on its own basis; that it lays the basis for religion, *but is not a substitute for religion*. It is not a substitute for the State because it teaches justice—it only prepares an indispensable culture for the citizen of the State. The State must exist; Religion must exist and complement the structure of human culture begun in moral education. But it is better for Religion that independent institutions—State and School—establish on a purely secular basis such discipline as the church would be under the necessity of establishing for its own preservation, were they not otherwise provided. That the secular elements of our civilization are derived from Religion

and presuppose it, is the doctrine of the profoundest thinkers of our time. The Church, by having a portion of its work taken from it, will, perforce, intensify its efforts on the remaining functions. Doubtless there is infinite occasion for this concentration: for this age is justly called materialistic and stands in need of a theoretical consciousness of the Divine; its practical consciousness of the Divine is everywhere manifest in the progress of humanitarian civilization. The relation of the Human to the Divine cannot form a subject of legislation in a free state nor a topic of instruction in public schools; the church justly claims the prerogative of enlightening man on the highest of all themes.

Statistics relative to the effect of education on crime and the reformation of vicious youth by means of strict discipline will be discussed subsequently in this report under the head of "District Schools".

TABLE III. — PAGE lxxxii APPENDIX.

Ages of Pupils.

Number of pupils 7 years of age and under	6360
" " 8 " "	3549
" " 9 " "	3305
" " 10 " "	3368
" " 11 " "	2949
" " 12 " "	2674
" " 13 " "	2110
" " 14 " "	1414
" " 15 " "	765
" " 16 " " and over.....	993
Average age	10.02

Percentage of entire Number enrolled.

AGE OF PUPILS.	1859—60.	1860—61.	1861—62.	1862—63.	1863—64.	1864—65.	1865—66.	1866—67.	1867—68.	1868—69.	1869—70.	1870—71.
	14	13	10	...	15	15	12	6	4	5	6	7
6 years old	14	13	10	...	15	15	12	6	4	5	6	7
7 " "	13	13	11	...	15	15	14	10	16	16	16	16
8 " "	13	12	12	...	12	13	14	15	14	13	14	13
9 " "	11	12	11	...	11	11	12	13	13	13	13	12
10 " "	11	11	12	...	11	11	12	13	12	12	12	12
11 " "	10	9	11	...	9	9	10	10	11	11	10	11
12 " "	9	10	9	...	9	9	9	9	10	10	9	9
13 " "	7	8	9	...	7	6	6	7	8	8	8	8
14 " "	5	6	5	...	5	5	5	5	5	5	5	5
15 " "	4	4	4	...	3	3	3	3	3	3	3	3
16 " and over.....	3	3	5	...	3	3	3	3	4	4	4	4
Total	100	100	100	...	100	100	100	100	100	100	100	100
Under 10 years.....	51	50	44	...	53	54	52	50	47	47	49	48
Over 10 years	49	50	56	...	47	46	48	50	53	53	51	52

The exclusion of pupils under seven years of age, to which I have alluded to in former reports still continues but not to such an extent as formerly. In certain sections of the city where the influences are corrupting to the children, they being obliged to play on the street, it is decidedly better to have them in school at an early age and to so far modify the tasks imposed on them as to prevent overstraining their delicate organisms. The Kindergarten system of culture for the young is justly receiving much attention from educators everywhere. To it we must look for valuable hints on the method of conducting our instruction in the lowest primary grades. It is not to be understood that play can be utilized and made into work, nor that play can be dispensed with in the life of the child. If serious occupation is made into childish play the result is that the stage of irrationality is prolonged. If play is suppressed and serious tasks imposed upon the child beyond his ability, the elasticity of youth is broken and a mechanical drudge is developed. The necessity of play to children is found in the function it subserves : in play the child acts directly for himself while in work he suppresses his own subjective inclination for the production of what is useful for others. Play and work should be carefully kept distinct in his mind and their due proportion carefully preserved. Without work the child learns to know only his caprice, his arbitrary likes and dislikes, and he is training himself for a tyrant. Without play he is learning to have no will of his own and no personal interest in anything—he will become a slavish drudge.

A wise teacher learns more from the play of the child regarding his internal tendencies than from his work at the set tasks. What he does in play is his own throughout, both in contents and form, but in work these are prescribed by custom.

The average duration of the school-life of a child in manufacturing districts is only three entire years. Commencing at the age of seven he completes his school education at ten. If he could be properly cared for in school at five years of age his school-life would last five years. This period would suffice to make a lasting impression on his life. The present policy of the Board to erect new buildings in the immediate vicinity of the population whose youth are drawn away early into industrial pursuits is a measure of inestimable importance to the welfare of the people of this city.

TABLE IV — PAGE lxxxiv APPENDIX.

Occupation of Parents.

Children of Agents	716	Children of Farmers, Garde-	
" Artists.....	137	" ners.....	635
" Saloon-keepers.....	560	" Day Laborers ..	3675
" Boarding-house Keep- ers & Victualers ..	412	" Laundresses ...	877
" Boatmen	823	" Manufacturers ..	1786
" Butchers	398	" Mechanics	6196
" Clerks	919	" Merchants	3448
" Confectioners	141	" Professionals ...	942
" Draymen&Teamsters	982	" Public officers..	723
		" Seamstresses...	723
		Unclassified	3494

Per Cent. of the whole Number Enrolled.

OCCUPATION OF PUPILS' PARENTS.	1858—59	1859—60	1860—61	1861—62	1862—63	1864—65	1865—66	1866—67	1867—68	1868—69	1869—70	1870—71
	1.7	2	1.9	2.7	2.1	1.5	2.	2.	2.5	2.5	2.7	2.6
Agents	1.7	2	1.9	2.7	2.1	1.5	2.	2.	2.5	2.5	2.7	2.6
Artists .....	.6	.8	.8	.8	.8	.7	.7	.4	.7	.6	.5	.5
Boarding-House Keepers & Victualers												
Boatmen	5.5	5.2	5.1	4.8	5.7	5.6	6.2	5.	4.2	3.8	3.2	3.
Butchers	1.7	1.8	1.7	1.2	1.7	1.4	1.5	2.	1.5	1.8	1.4	1.4
Clerks	3.3	3.	3.	3.	3.3	3.3	4.1	3.7	3.8	3.8	3.1	3.3
Draymen and Teamsters..	2.9	3.	2.3	2.	2.7	2.4	2.7	4.	3.3	3.4	4.	3.6
Farmers and Gardeners ..	2.3	1.9	2.3	2.	2.3	2.3	2.5	2.1	1.8	2.	2.	2.3
Laborers	9.8	10.6	11.6	5.3	9.7	9.	10.4	11.2	11.9	12.4	14.	13.3
Laundresses	1.6	1.9	1.6	1.5	2.2	2.	2.4	2.7	3.1	2.8	2.8	3.2
Manufacturers	5.2	4.4	5.	5.3	4.8	5.1	5.3	6.4	6.2	6.9	8.4	6.5
Mechanical	28.1	28.	28.1	19.3	23.3	26.3	24.2	24.1	23.7	22.4	22.	22.5
Merchants	11.6	12.	13.1	18.	11.4	11.1	12.6	12.4	12.3	11.4	12.4	12.5
Professionals	2.5	4.4	3.5	5.	3.5	3.2	4.1	4.	3.3	3.8	3.5	3.4
Public officers	3.5	3.4	2.7	5.3	5.1	5.1	4.	3.2	3.5	2.6	2.7	2.6
Saloon-keepers	1.3	1.8	2.	2.	1.7	1.7	1.8	2.	1.9	2.1	2.	2.
Seamstresses	2.7	2.5	2.7	2.8	3.1	3.1	3.	3.1	3.	2.7	2.6	
Unclassified	15.7	13.3	12.6	19.	16.6	16.2	12.6	6.7	13.2	12.6	11.2	[2.7]
Total.....	100	100	100	100	100	100	100	100	100	100	100	100

The points that have been urged in speaking of the highest moral duties will recur to the thinker at this place. That justice and kindness can be developed only through association in a community, has already been remarked. In the Egyptian and Hindoo civilizations, caste were recognized as permanent distinctions. For an individual born into a lower caste to ascend to a higher one was as difficult as law could make it; it was

almost as easy for a leopard to change his spots. The modern tendency is the opposite of this. The virtues of justice, and love of mankind are most surely developed under the same trials and obstacles, and in the pursuit of the same goal.

TABLE V. PAGE lxxxvi APPENDIX.

Birth Places.

Children born in St. Louis	17,916
" in Missouri outside of St. Louis.....	2,088
" elsewhere in the United States.....	5,402
" in foreign countries	1,603

Per Cent. of total number Enrolled.

PUPILS—WHERE BORN.	1858—59	1859—60	1860—61	1861—62	1862—63	1863—64	1864—65	1865—66	1866—67	1867—68	1868—69	1869—70	1870—71
St. Louis.....	45	48	50	55	....	55	55	59	60	61	63	65	65
Missouri out of St. Louis.....	7	6	7	7	....	7	8	8	9	8	7	8	8
Eastern States.....	2	3	2	2	....	2	2	2	2	1	1	1	1
Middle States.....	9	9	8	9	....	8	7	6	5	5	4	4	4
Southern States.....	4	4	4	4	....	3	4	2	3	3	4	3	4
Western States and Territories	14	14	14	14	....	16	15	15	15	15	15	13	12
British America.....	1	1	1	1	....	1	1	1	1	1	1	1	1
Great Britain.....	4	4	3	3	....	2	2	2	1	1	1	1	1
Ireland.....	3	2	2	1	....	1	1	1	1	1	1	1	1
German States.....	8	7	7	3	....	3	3	2	2	3	2	2	3
Other places.....	2	2	2	1	....	2	2	2	1	2	2	2	1
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100
Per cent. born in U. S.	82	84	85	91	....	91	91	92	94	93	94	94	94
" " in foreign coun- tries	18	16	15	9	....	9	9	8	6	7	6	6	6

The per cent. of foreign born pupils remains at the same per cent. as the two years previous. The census shows the number of foreign born in St. Louis to be 112,249 against 198,615 born in the United States. It is evident therefore that the immigration to this city consists chiefly of adults.

CLASSIFICATION BY GRADES OF ADVANCEMENT IN STUDIES.

(Number belonging at close of each quarter.)

S C H O O L S.	1869-70.				1870-71.			
	1 q'r.	2 q'r.	3 q'r.	4 q'r.	1 q'r.	2 q'r.	3 q'r.	4 q'r.
NORMAL SCHOOL.								
Senior class	11	11	24	24	11	10	19	19
Middle "	23	24	14	14	23	24	23	24
Junior "	14	11	27	27	28	27	23	23
Fourth "	49	46	33	33	53	46	32	32
Total.....	97	92	98	98	115	106	102	102
HIGH SCHOOL.								
Senior class	43	44	44	43	47	47	44	42
Third "	63	60	62	58	44	42	41	40
Second "	78	70	71	64	120	114	113	99
Junior "	255	233	235	204	287	288	236	224
Total.....	441	407	412	369	408	471	434	405
DISTRICT SCHOOLS.								
No. pupils in seventh year of course..	469	384	347	331	529	514	456	446
" " sixth " " ..	660	654	712	629	832	864	925	940
" " fifth " " ..	1005	1187	1324	1257	1032	1303	1427	1287
" " fourth " " ..	1775	1987	2066	1858	2097	2254	2255	2021
" " third " " ..	4036	3789	3565	3265	3693	4165	4013	3605
" " second " " ..	3339	3127	3685	3757	4201	4311	3796	3586
" " first " " ..	4672	4669	4410	3502	5899	5257	5895	4896
Total.....	15,960	15,794	16,108	14,612	18,233	18,668	18,767	16,884
COLORED SCHOOLS.								
No. pupils in seventh year of course..	.....	.....	.....	.....	.....	1	.....	.....
" " sixth " " ..	23	25	15	30	35	43	28	25
" " fifth " " ..	42	59	65	59	115	113	78	71
" " fourth " " ..	112	70	174	131	121	165	208	219
" " third " " ..	161	90	204	183	234	353	239	169
" " second " " ..	245	206	282	239	452	308	346	261
Total.....	543	450	720	647	957	983	899	745
Grand total.....	17,041	16,244	17,339	15,726	19,853	20,228	20,202	18,136

The following table shows the per cent. of pupils belonging to the respective grades of classification at the close of each quarter of the past year, and of the year previous.

Per cent. of Total Number belonging at close of quarter.

	Normal.	High.	7th year.	6th year.	5th year.	4th year.	3rd year.	2nd year.	1st year.
1st quarter 1869—70.....	.58	3.19	3.23	4	6	11	21	20	28
2nd " " .....	.56	2.25	2.19	4	7	12	23	20	29
3rd " " .....	.59	2.30	2.11	4	8	12	22	22	27
4th " " .....	.67	2.48	2.85	4	8	15	24	24	19
Average for year.....	.60	2.65	2.60	4	7	12½	23	21¼	25
1st quarter 1870—71.....	.58	2.51	2.62	4.20	5.38	11.15	19.22	22.34	32.00
2nd " " .....	.52	2.33	2.55	4.27	6.65	11.70	21.41	23.06	27.51
3rd " " .....	.51	2.15	2.26	4.58	7.20	11.55	20.89	19.97	30.89
4th " " .....	.56	2.23	2.46	5.18	7.23	11.55	21.09	21.26	28.44
Average for year.....	.54	2.31	2.47	4.56	6.61	11.49	20.65	21.66	29.71

By the above table it will be seen that the average number of pupils in school in the lowest three years of the course amounted in 1869-70 to 69½ per cent. of the entire number enrolled. In the year 1870-71 it amounted to 72 per cent. The following table shows the aggregate number in each grade in the district schools at the close of the first quarter (about the middle of November) of the year, for five years.

	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	Total.
1867.....	344	475	816	1,536	2,827	2,563	3,880	12,447
1868	456	700	770	2,061	3,293	3,375	4,140	14,795
1869.....	489	664	1,023	1,817	4,148	3,500	4,877	16,503
1870.....	587	899	1,215	2,552	3,814	4,435	6,351	19,853
1871.....	624	832	1,202	2,557	3,906	4,389	8,546	22,156

TABLE VIII—PAGE XCII APPENDIX.

German-English Instruction.

The increase of our German department from year to year demonstrates its efficiency in the line marked out, as the following table shows :

YEARS.	No. of Schools having German English classes.	No. of Teachers.	AVERAGE NO. OF PUPILS BELONGING.		
			German Americans.	Anglo- Americans.	Total.
1864—65.....	5	5	....	....	450
1865—66.....	7	8	....	....	710
1866—67.....	9	10	....	....	1446
1867—68.....	14	17	1887	589	2476
1868—69.....	19	25	3461	879	3940
1869—70.....	32	38	5709	504	6213
1870—71.....	37	46	6967	1114	8071

The average number of German pupils in each grade during the year was as follows :

	No. of Classes.	No. of Pupils.
I. Grade (seventh year of District Schools).....	12	210
II. Grade.....	10	132
III. Grade.....	37	688
IV. Grade	41	747
V. Grade	67	1406
VI. Grade	106	2564
VII. Grade	66	2324

TABLE VI—PAGE lxxxviii APPENDIX.

Enrollment, Attendance, and Cost of Instruction.

In this table these items may be compared for fourteen years:

YEARS.	WHOLE NUMBER ENROLLED.			Average No. belonging.	Average attendance.	Per cent. of attendance.	Per cent. attendance on total No. enrolled.	Average No. teachers.	Av. No. pupils belong to each English teacher.	Av. cost of tuition per scholar.	Average cost incidentals.	Total cost per scholar.	Av. amount of teacher's salary.
	Boys.	Girls.	Total.										
1870—71...	13,688	13,899	27,587	19,884	18,428	93	67	487	46	\$18 33	\$2 49	\$20 82	\$550 30
1869—70...	12,175	12,172	24,347	17,670	16,277	92	67	411	48	16 85	2 05	18 90	704 98
1868—69...	10,757	10,429	21,186	15,282	14,218	93	67	340	49	15 86	2 03	17 89	711 84
1867—68...	9246	9214	18,460	12,281	11,848	93	64	278	46	15 51	2 13	17 64	713 00
1866—67...	7830	7461	15,291	10,754	10,029	93	66	200	47	14 85	1 99	16 84	725 77
1865—66...	7256	7300	14,566	9593	8846	91	61	204	47	15 15	3 98	19 18	712 77
1864—65...	6960	6968	13,926	9090	8121	90	55	184	48	13 31	3 86	17 17	657 04
1863—64...	6139	6240	12,340	7715	7058	91	57	162	48	11 17	2 49	13 66	532 55
1862—63...	4116	3989	8105	5272	4752	91	58	111	50	...	...	11 19	465 65
1861—62...	2909	2878	5787	3654	3284	93	58	76	48	12 59	1 40	14 00	605 64
1860—61...	6347	5319	12,166	8098	7407	92	61	167	49	9 65	1 83	11 48	409 52
1859—60...	5933	5109	11,342	7040	6422	91	56	153	45	12 16	2 35	14 51	582 20
1858—59...	5342	4769	10,111	6253	5739	92	57	140	45	13 29	3 87	17 16	583 51
1857—58...	5958	4711	9769	5314	5361	92	55	123	47	11 65	2 95	14 60	550 75

The increase of pupils over last year is found to be 3,240 in number enrolled, and 2,151 in average daily attendance. There is a slight increase in per cent. of attendance over last year. The cost of tuition for the year may be analyzed as follows :

Tuition based on average daily number belonging :

Normal School—per pupil	\$73.87
High and Intermediate—per pupil	54.70
Average for the Higher Schools—per pupil	58.33
For District Schools—per pupil.....	17.15
Average tuition per pupil for all Schools.....	18.33

Deducting cost of special instruction in German (\$1.68 per pupil) and for music and writing (\$0.42) per pupil) the average cost per pupil on average number belonging is \$16.10 for the year. This estimate is made on the supposition that the pupil attended the entire 200 days of the year. But the actual average attendance of each pupil was 134 days, and on this basis we arrive at the following rates as the actual cost of tuition, viz:

Tuition based on number enrolled:

Normal School—per pupil	\$51.47
High and Intermediate—per pupil.....	45.10
Average for higher schools.....	\$46.48
For District Schools.....	11.34
Average for all the schools.....	12.28
Deducting for music, writing and German	10.88

That tuition in the Primary department costs less than in the Grammar department of the District Schools should also be considered. On the latter basis of estimating tuition, the tuition of the pupil in the Primary department is about \$6.70 per year, while in the Grammar department it amounts to \$24.22.

Tuition depends on the number belonging to each teacher as well as on the salary paid to each teacher. The Board have adopted of late a more discriminating schedule of salaries, and have besides this assigned to the principals of the large schools an assistant to teach a portion of their classes, thus giving them more time for general supervision in their schools. By this measure each assistant is supported in such a way as to be able to manage more skilfully a greater number of pupils. Thus when as formerly the average number belonging to each teacher was 48 or 49 pupils, hereafter the average will be as high as 56. This will make a difference of 16 per cent. in the cost of tuition. The cost of tuition for the past year would have been about \$15.22 instead of \$18.33, if the entire plan had been carried out. However, the extra teacher was given, but the number of pupils to each school was not increased correspondingly. In the first year of the experiment it was thought better to move cautiously. The results of last year having proved satisfactory, the Board have fixed the quota of pupils for the current year at 60 for each teacher in the primary grades and 48 for the grammar grades, allowing an extra teacher for a surplus number greater than one half of the regular quota. This, it is believed, will make the tuition cheaper than in former years, while a far greater efficiency of management is attained.

THE NORMAL SCHOOL.

In speaking of the moral phases of Public School Education, I have already indicated the most important duties of the teacher and, consequently, the essential qualifications that he should possess. It is all in vain that a person without moral principle — no matter how well educated in mere acquirements — endeavors to become a good teacher. Without discipline the school cannot prove other than a dangerous place for youth. Theoretical education presupposes an external condition founded on moral education. Thus it is generally true that well educated mentally, implies well educated morally. But the discipline of the school depends directly on the teacher's moral character. Where caprice and arbitrariness have not yet been surmounted, these will prevent their unfortunate possessor from achieving success in the school-room.

For these reasons it is settled that the Normal School is a place for the most punctilious training in correct, *normal*, habits. Those habits of person and demeanor that are overlooked in advanced grades of the district schools, as incident to individuality, are, in the Normal School, most carefully noted and criticized. Nothing that would be dangerous to the pupils, over whom one is placed, is allowed to pass without instant and persistent correction. This makes the work of the corps of teachers in a Normal School very difficult; for they have to guard against destroying the independence of their pupils, while subjecting them to this strict training. Accordingly, while pupils are subjected to constant criticism as to manner in reciting, explaining, and conveying information, as well as in carriage of person, tone of voice, alacrity and force of impression in conducting exercises in the presence of the class, yet each one is thrown upon her personal responsibility; she is made an active producer of the ideal standard of teaching, and not left a passive recipient of its formal maxims. In the recitation each pupil is made to feel herself responsible for the completeness and clearness of her explanation, as if before a class of young pupils. She is to be prepared as if she were the fountain of information to which ultimate questions were to be brought, and from whom light was to be obtained on the obscure points of the lesson. On the other hand she must become so habituated to strict discipline that she will insist upon it without reflection on all occasions, and be prepared with the best formal methods of

securing it. A thousand little devices overlooked by the novitiate teacher are known and felt by the normal graduate to be direct means of securing that perfect result—a well ordered and industrious school. The manipulation of sixty pupils, so as to avoid confusion at every point, requires these manifold formalities and they must be taught as a science and acquired as an art in the Normal School. The Normal School may be only a "Seminary for advanced pupils" and fail in its direct object, if it neglects this principle. In no respect, however, I can testify, is this distinct purpose of the Normal School slighted in the management of the Normal School under the charge of the Board. It lays stress on just these things, and its graduates manifest its benefits in an increasing degree the longer they teach in our schools.

It is well to mention the economic phase of this institution to the school interests of this city. So long as the young women of St. Louis are capable of making as good teachers as those of other sections of the country, it is economy for the city to afford them that special training which will fit them for the work, as perfectly as they are fitted in other sections. There is a phase of injustice in paying premium on talent from abroad, when less cost would educate native talent. To import superior workmen we must pay not only what wages they receive at home, but a *premium* sufficient to defray cost of transportation and to remunerate for disadvantages incident on removal. While our schools demand nearly one hundred new teachers each year, it is clear that the Board cannot foster too carefully the interests of their Normal School.

PRINCIPAL'S REPORT.

W.M. T. HARRIS, *Superintendent of Public Schools, St. Louis:*

I hereby report that the number in attendance on the Normal School, since September 5th, 1870, has been:

CLASS.	At beginning 1st quarter.	Ending 2nd quarter,	At beginning 3rd quarter.	Ending 4th quarter	Average age June 1870.
	Senior	Middle	Junior	Fourth	
Senior	11	10	19	19	19-1
Middle	23	24	29	25	19
Junior	30	28	27	19	19-1
Fourth	44	44	46	29	17-5
Total.....	103	106	120	92	18-7

The whole number enrolled	155
Average number belonging:—	
First half year	114
Last " "	103
Whole year.....	108

The names of the year's graduates are as follows:

January 28, 1871.

LAURA C. ALVORD.	MARY MORGAN.
MARY B. BRENNAN.	ELIZA E. PARKS.
MARY E. DEAN	ADA SHINKLE.
EMMA C. HALL.	MYRA M. WARE.
CATHERINE E. HISTED.	ADDINE A. WILLIAMS.

June 15, 1871.

EMMA L. M. BARNETT.	ANNIE MEYER.
HENRIETTA M. BRYAN.	SARAH R. MITCHELL.
MARGARET S. COGHLAN.	ELLA D. SHADE.
ELIZABETH COLLIGAN.	MARY L. SPIES.
ELIZABETH M. DALE.	IDA B. TIMBERLAKE.
LAURA DEAN.	GEORGINA G. WELLES.
CATHERINE A. FLYNN.	SOPHIA WHITE.
MARGARET E. GALLIER.	LUCY K. WILSON.
AMELIA C. HAASE.	

The *Corps of Teachers* has been broken by the hand of death. This happened November 13, 1870, in the death of Miss Mary J. Cragin, for so many years identified with the cause of education in this city, and it is but fitting that I pause here to speak of her in an attempt to perpetuate the name and extend the fame of one whom all who knew her delighted to honor.

A brief record of her professional life will show how broad must have been her influence. A native of New England, she early decided to become a teacher, and with that purpose entered the Normal School at Bridgewater, Mass. Here she had the good fortune to be a pupil of Nicholas Tillinghast, one of the pioneers in Normal Schools in this country, whose simple and straightforward methods of teaching evidently had great effect in determining her active mind. She has long been considered one of the best graduates of that school. In 1850 she began her teaching in the Wheaton Seminary, a large private school for young ladies in Norton, Mass. Here she soon became, both in the school and the home-life of that institution,

so valuable, that it was only with the greatest reluctance on the part of all connected with it that she was allowed to leave eight years afterwards, and then only after her services had been earnestly, but vainly, sought for the Normal School at Salem, at its opening in the year 1854.

In 1858 she came to St. Louis as assistant in its Normal School, which had been in session since October, 1857, and continued teaching in it till the pecuniary difficulties of the School Board, at the beginning of the war, deprived the school of her services. It is hardly necessary for me to speak in detail of her excellence during that term of service here, while so many of our active and successful teachers gladly bear testimony to the fact that it is to her teaching that they in great measure owe their professional success.

It is not often, perhaps, that in one person are combined the qualities which are necessary to secure success in both public and private schools. But Miss Cragin possessed a rare power of adaptation to the circumstances by which she was surrounded, and left as deep and abiding an impression in the one as in the other. Of all her peculiar excellencies I cannot speak here; but it is only just to say that her self-confidence, the result of long experience and careful thought, never degenerated into an unwillingness to accept new truths, even where they might conflict with her own conclusions; her energy never became roughness or thoughtlessness; her criticism never descended to the level of fault-finding, and her praise was never unmeaning. When these words can be truly said of many, the profession of teaching will have no need to assert its title to honor and respect, or to claim gratitude for services rendered to the community.

The vacancy thus caused was filled by the appointment of Miss Joanna Hollohan, a graduate of this school of the class of June, 1869, and the vacancy caused by the subsequent leaving of Miss Wilda McKinney was filled by the appointment of Miss Alice M. Carpenter, also of the class of June, 1869. During the last part of the year, Miss Ella F. Fick, of the same class, has had charge of the Drawing and Writing.

There have been no changes of importance in the *Course of study or methods*. The Board has established seventeen instead of sixteen, as the age at which students shall be admitted.

Besides directly securing more maturity in the applicants, an indirect result of this requisition will plainly be, to secure, in addition to the work of the Grammar schools, a year's study in the High or Intermediate schools, as preparation for the work of the Normal. This is sadly needed. Practically, it will make little difference in the age of the graduates, for the average age of the June classes for the last seven years has been as follows: beginning with

1864	19—7
1865	20—4
1866	19—9
1867	20—4
1868	19—5
1869	18—8
1870	20—3
<hr/>	
Average	19—7

Our statistics plainly show, that very few of those who have entered at sixteen have graduated in two years, and of course much unavailing work has hitherto been expended on those who were too young to grasp it.

The Board consider the diploma of the Normal School, as a sufficient guarantee of fitness to begin teaching. This is as it should be, for a two years' examination is of far more value in determining fitness, than any written examination of two days. But we are not unmindful of the grave responsibility thus laid upon us as teachers. It is clearly our duty, first to give to each pupil her fair share of attention and help, next, to test her in every way possible, and lastly to recommend for diplomas only those who have not failed during the two years' work. Into this part of our business, no considerations of a personal nature must enter, for they have no place. To the Board in exercising their authority to dismiss, or in signing diplomas, this is easy, for the peculiar circumstances of the members of the class are unknown to them. To us on the contrary, it is very difficult. Even-handed justice, with every circumstance of character and effort in view, often demands from us a decision harshly opposed to our desires and wishes.

Realizing for ourselves as we do, the immense advantage to a woman, as to a man, of an independent self-supporting occupation, no one can more strongly desire than we that every young

girl under our charge, shall be afforded the opportunity of such, in so honorable a position as that of a teacher in the St. Louis Schools, and that she shall not be sent back home, a dependant upon the work of others. Conscious as we are of the imperative demand for larger and wider growth in our American girls, and knowing as we do the opportunity offered for this in the work of teaching, if rightly pursued, no one can regret more than we the failure in work, which often forbids us to recommend for graduation, to promote from class to class, or even to retain in school. Acquainted as we are often, with the circumstances of many of our pupils, which may demand of them extra labor super-added to the work of the school, in order to enable them to secure or retain its advantages, and respecting as we do, the earnest efforts made in face of many difficulties and discouragements, it is sometimes beyond measure trying to us, to be obliged to pronounce the efforts a failure, so far as the St. Louis Schools are concerned. We are far more likely to err on the side of too much sympathy, than on that of too little; and we find ourselves continually obliged to keep consciously before us, the interest of the schools, and our desire that they may be an honor to the city, in order to balance our desire to help these students.

But it behooves us to be very jealous of the real character of the Schools of our city. When the foreigner says to us that our American schools are merely a grand machine for turning out machines, that their work consists in a mechanical asking of printed questions, and a receiving of printed answers, we desire to be able to make the assertion that however true this may be elsewhere, it is not true in St. Louis. We desire to be able to lead him for his refutation into any school in the city, sure there of finding in every teacher from No. 12 to No. 1, "perfect unity of purpose, complete subordination of every branch of instruction to the one great object of all teaching, not the inculcation of opinion, but the spiritual culture and elevation of the student."

To give the first impulse to such teachers should be, and is, the aim of the Normal School. The first impulse I say, for to comprehend such a statement of purpose in any complete measure must be the result of much life and experience. If we could succeed in implanting in our graduates, both by precept and example, such a spirit of active growth that the day's work should not exhaust the desire for more knowledge, nor outside opinion, or

circumstances blind their judgments as to the difference between really important and comparatively unimportant acquisitions; if we could succeed in founding their work on principles so deep and wide, that routine should be forever impossible to them, all the higher places in our schools could be supplied from the lower. Whenever a vacancy existed, there would never be wanting those fitted by acquirements and growth to fill it worthily and well.

When we present a class of students for graduation, we do not recommend them as wise or experienced teachers. We say only that they have as far as we know, done their work, and borne our tests with average success. Whether they will continue to grow by constant and persevering work, their own strength or weakness of purpose must determine. But if they fail in duty, it is not through a want of knowledge of the responsibility they assume or of the principles on which all the details of their future work must be based.

In order to show in what way the Normal School endeavors to secure this theoretical knowledge and to combine it as far as possible with practice, I must ask permission briefly to recall some of the peculiarities of Normal Schools and some details of our work.

The work of all schools is culture and development. The work of special schools is development in some special direction. The *Work of a Normal School* is development in the special direction of Teaching. I use the word Teaching, however, to include all that relates to the duty of one who has care of a school, and not merely to signify the communication of knowledge.

The teacher, as such, stands in relation to the Board and to the School. Her relation to the school, however, is threefold. She must be at once Recorder, Governor, and Instructor, and it is the special province of a Normal School to enlighten her in the duties of all these.

It points out to her her duties to the Board by a careful examination of the Rules and Regulations under which she is, as their agent, to act, and by an assiduous cultivation in every way and throughout the course, of a sense of responsibility and a realization of the nature of business demands. Passing to her direct relation to the school, it instructs her in her duties as Recorder by making her familiar with the mode of keeping

school records and statistics adopted in the city. It teaches her her duties and dangers as Governor by means of conversational lectures. Under this head come (1) the means for the prevention of evil, (2) the means for its cure, (3) special dangers to which young teachers are liable. Some of the topics to be discussed under the first are: Ways of Seating and taking attendance, Mechanism of a Recitation, the Making of Programmes, General Exercises, Ventilation, Monitors, Cleanliness &c. &c. Under the second, such as Punishments, Prompting, Talking &c., &c.; under Dangers, such as Listlessness of pupils, Irritability of teacher, caused by ill health or want of previous preparation for the day's work, its effects &c. &c. In addition to these lectures, the Normal School sends out its pupils, under direction of the Superintendent, one or two at a time during their last one or two quarter's work, to substitute in the city schools. It follows them to each school in the person of one of the teachers, and takes notes of and criticises them in a very frank way as to all excellencies or defects observed. It requires from each a written report of her whole day's work, which report, combined with the teacher's criticism, is discussed by the class.

As to her relation as Instructor, it teaches her also in two ways, (1) by practice, (2) by theory. First, by Practice: As soon as she enters school, she is put, as far as possible, into the position of a teacher, both in her daily class recitations and in actual teaching exercises, in which she instructs her own class or the whole school on some previously prepared topic. In fact, the whole time of the entire school after 12.40 P. M. every Wednesday, with the exception of a few minutes spent in the discussion of the next subject for composition, is devoted to these Oral Lessons, given by members of the two upper classes, to the school, which for that time is completely under their charge.

The subject-matter of the recitations in a Normal School is of little consequence. Its special training consists in the method pursued, for to the steps of a process, rather than to the result, the attention of the pupils should be constantly directed.

Second, by Theory: Education is a Science and an Art. The school teaches it as a Science by a consideration of the principles which should govern it, in so far as these have been developed. In looking at it as an Art, it considers the Object, of a

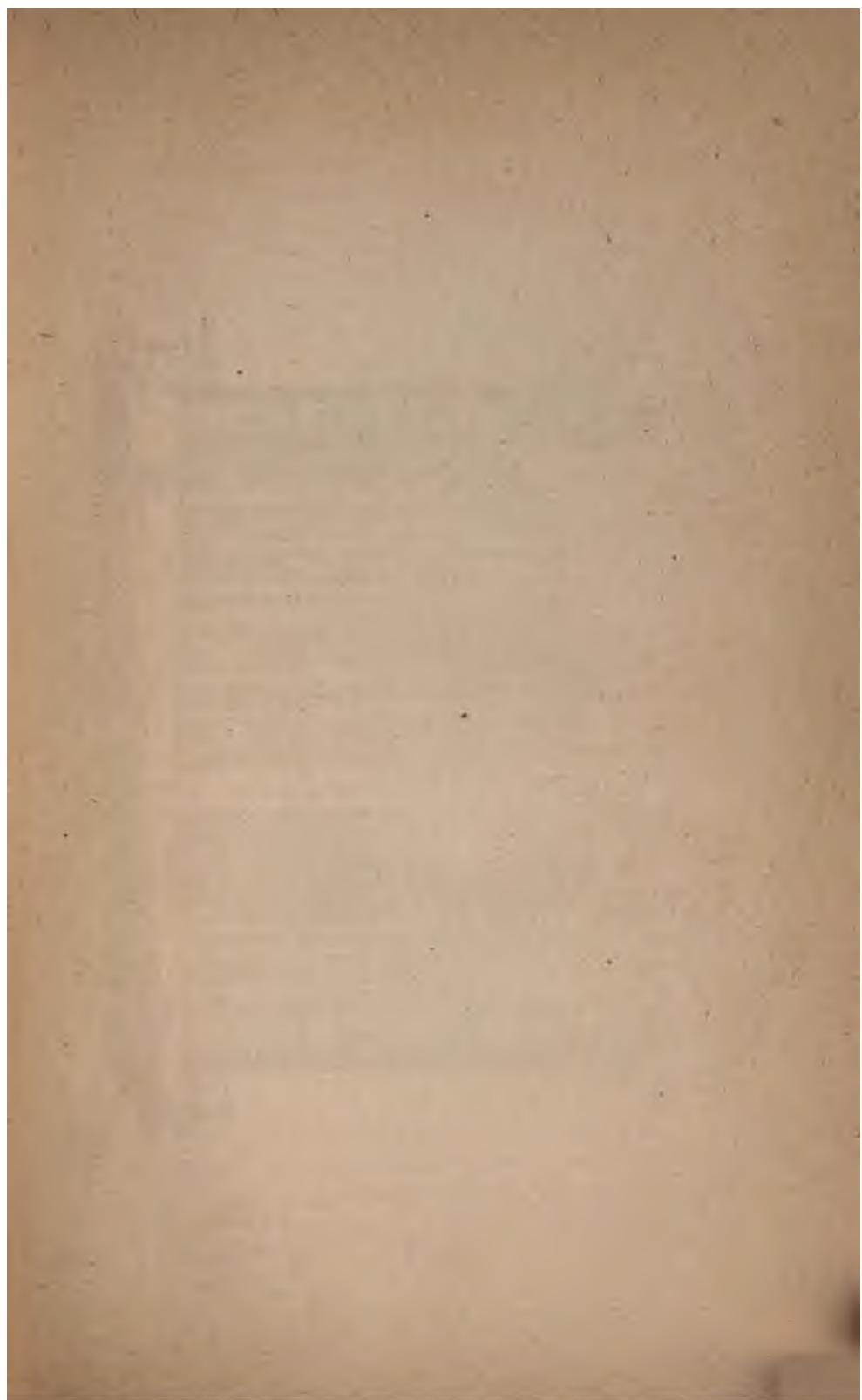
recitation, Motives for study &c., and the methods of teaching each branch taught in our common schools.

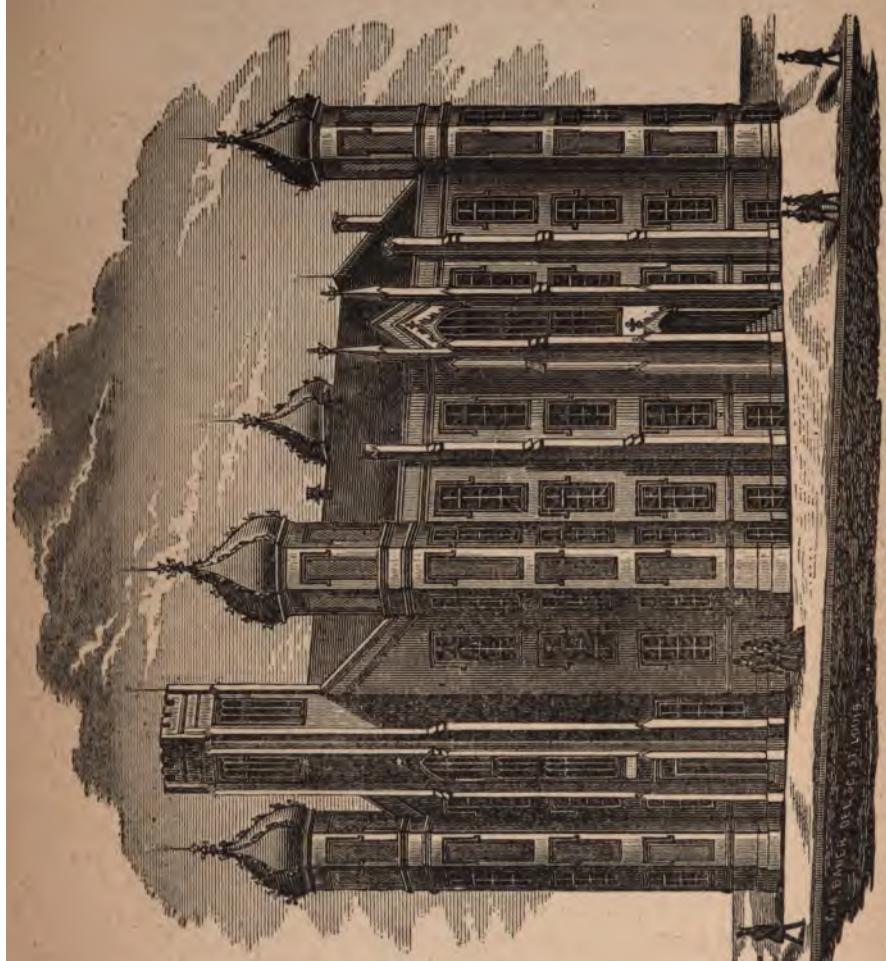
Thus much, only to indicate the essential difference in method existing between a Normal School and any other, and to show how the object in view by its pupils, governs and determines every smallest detail of recitation and regulation. A model Normal School would admit as pupils only those who had, so to speak, completed a general education. But even if it were a model in that respect, it could not dispense with regular recitations, for it is in these that the habits of a teacher can be best inculcated and by daily practice, made a second nature.

With the present corps of teachers, I am confident good work can be done in our school under one condition, and that is that good material shall offer. So to arrange the matter of substitutes and Examinations for applicants and appointments, as to send the school good material is within the province of the Board, not in that of the teachers, nor can I refrain from calling attention to these points, so that the Normal School may be by wise arrangement brought effectually into harmonious working with the whole system of the schools under your charge. The character of the material will depend upon the wisdom of the outside regulations with regard to these points, and the steadiness with which they are followed.

Respectfully submitted,

ANNA C. BRACKETT, *Principal.*





HIGH SCHOOL.

The Branch School of Wayne

THE HIGH SCHOOL.

What I have said, in speaking of the Normal School, regarding the importance of fitting home talent for higher positions, I desire to repeat in a general form in this connection. It is economy as well as justice that St. Louis should provide for the higher education of all of its youth who are willing to devote their time and energies to the requisite study. With no competition from this city, a higher price must be paid for the one thousand educated young men needed each year in the various callings. The demand for educated directive power in this state is greater than anywhere else in the United States, by reason of the native resources developing on all hands and on a gigantic scale. To send our own native born youth into the subordinate positions and hire at great wages the directive skill to control them is not the policy recommended by prudence and wise foresight. Accordingly the Board foster their High School with the same jealous care that they bestow on the primary school, which appeals more directly to the philanthropy of the community. The specious argument that society can afford only a common education to its children is known to be as unsound in economy as it is undemocratic in principle. If wealth is to become the basis of an aristocracy here, then the child of poverty must not have equal chances for the culture of his directive intelligence. But of all aristocracies the plutocracy is the most hated by democrats. A wise insight, perhaps, corrects in a large measure this hatred, for it perceives that wealth is a quite rational basis for aristocracy compared with that of birth or rank. A man may by devotion of his life's energies remove the stigma of poverty, and even achieve the most exalted position that wealth can give. But a life's devotion does not retrieve one's birth in a country where birth is the foundation of caste. An aristocracy founded on wealth—especially where there is no primogeniture—is in a state of perpetual flux; the interpenetration of all castes with each other happens every generation. But if we look at the ideal of a democracy, this rapidity is not equal to the requirements of the individual. Wealth does not do justice to the next generation in its incipiency although it may ultimately do so; and ultimate justice is wrung from it only by the devotion and sacrifice of a mass of men in each generation to the sheer ac-

cumulation of property as an object of the whole life. The remedy for this rests only in the requirement of a democratic state that wealth as such shall afford equal facilities to all to obtain higher education. Wealth is the product not of individual industry alone but of the recognition of society as a whole. It is a joint product whose essential factors are the prescriptions of civil society, the artificial and natural wants of man, and the industry of the individual. To the end that our national idea may be realized—to the end that we may be a nation of self-rulers, that our government exist for the individual—all for each and each for all; that the highest possibility of any one of the race may exist for each of the race, and that accidents of time and place, of birth or wealth, may not prevail against him, our state must recognize this dependence of wealth upon the community as a whole, and make it tributary to the education of all, without distinction. Otherwise the state will not conserve itself. Thus its supreme duty to the people of this land is to see that the naturalness, the accidents of birth and condition be made of no avail by means of an education provided for all and at public expense. The cost to the public is to be recompensed in this wise. Whatever taxation of property is necessary to support a free system of education is a requisition made upon an element or source created by the general recognition of the community. All property is a reflected existence, an existence resting for its validity upon the recognition which the community as a whole extends to the individual. But the recognition of the community at large is conditioned through the intelligence of its members. Thus we have a reciprocal relation: the individuals of society contribute to the common fund and receive back from it what they contribute.

Taxation for school purposes is directly applied for the culture of the individual, or in other words, for his initiation into this very reflected being which creates property. It is therefore the application of property for its own production and security. Without any of this recognition which education produces, there could be no security of property, and hence no security of life.

The fact that conscious intelligence — directive power — controls the property of the world, is too obvious to need restatement. Again, the possibility of possession of property by all in this country adds new validity to it here; it is more valuable. That one can alienate his real estate makes it property in a com-

plete sense ; if it is entailed it is only part property. The free possession of property without feudal liens and tenures—the dead hands of its past owners still clutching the symbol of their reflected being—comes to existence only when a government of all the people, for all the people, and by all the people prevails, and when it is rendered possible through universal education. Who would own real estate in Turkey ? Who would accept a Russian estate on condition that he must live on it and assume its responsibilities ? The quality of property — its intrinsic value — depends upon the quality of the community who recognize it. The *status* of the reflected being is the *status* of those who reflect it. Property in a refined and cultivated community is raised to a high *potence* of value ; in a barbarous community it is not worth the risks incidental to its possession. In proportion as man is educated he sees the substantial character of reflected existence, and this perception creates continually new kinds of property founded on the new recognition : bodiless possessions, “incorporeal hereditaments” that receive their substance from conventional recognition.

Thus not only does the culture of civilization increase the alienability of property and hence its value, but it develops into property a vast series of relations of the nature of franchises which, in a rude, unpolished age are mere rights of the strongest and non-transferable to the common people. Hence property in the *highest sense*, cannot exist except it be taxed for universal education.

And as an actual fact in the history of the world, present and past, we find that the state accepts this demand upon itself and fulfils it according to the principle upon which that state is founded. The only point is to inquire, *in what does the directive power of this people exist*, to find at once where the public money is used for educational purposes. In China, for instance, the schools are supported by the people in their private capacity. But the government rewards those successfully graduating, by its offices. Hence the money advanced for education is only an investment in public securities.

In *all* countries the military education is at public expense. Where does the support and education of the nobility and royal families come from except from the public ? They do no immediate work. They are going to direct and have others obey. But in our country, where each is born to all the rights of man-

kind without distinction, all must be provided for. Not by *pauper* schools, for that would be to burn into the plastic mind of the youth his misfortune, and he never would outgrow the stigma. Neither is it safe to leave the education of youth to religious zeal or private benevolence; for then inequalities of the most disastrous kind will slip in, and our state find elements heterogenous to it continually growing up.

The government of a republic must educate *all* its people, and it must educate them so far that they are able to educate themselves in a continued process of culture, extending through life. This implies the existence of *higher institutions of public education*. And these, not so much with the expectation that all will attend them, as that the lower schools, which are initiatory in their character, and deal with mere elements, depend for their efficiency upon the organization of higher institutions, for their direction and control. Without educating in higher institutions the teachers of lower schools, and furthermore without the possibility hovering before the pupils of ascent into the higher schools, there can be no practical effect given to primary schools.

It is, indeed, a great thing to have even one class of society educated. No doubt, all profit by it, even when the education is confined to the few. But in a democracy all must be educated. The interest of property demands it, the interest of government demands it. And one generation of well educated people in a State forces upon all adjacent States the necessity of public education as a mere war measure as a means of preservation of the State. So also will the existence of one successful democracy force upon the world the adoption of democratic forms of government as the condition of their continued existence. An ignorant people can be governed, but only a wise people can govern *itself*.

When the question is raised, how far is it necessary to carry education in public High Schools, the answer, based on the grounds that have been urged for public education at all, must be: until the pupil has acquired mental discipline and acquaintance with the technical appliances of knowledge, sufficient to enable him to pursue rational investigation into any province for himself by means of the Library or independent observation. The individual, educated to this extent, may enter the spheres of practical life and still carry on his culture studies indefinitely.

The course of study in the High School is defined by the following rule of the Board:

"RULE 62. The studies of the High School shall constitute a *General* and a *Classical* course. The *Classical* course (as at present arranged) shall occupy four years, and shall include the studies required for admission to the best American colleges; and may be continued, by longer attendance, through all the studies requisite for a good classical education. The *General* course shall occupy four years, and shall embrace the mathematics and drawing necessary for an accomplished engineer; the Latin language, so far as is possible and desirable for general culture, for more thorough acquaintance with general grammar and with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature, as shall best fit pupils for different departments of business, and make them generally intelligent."

Our public schools, thus completed by the High School, have a relation to the family life of the pupil. From the family nurture the child passes into the primary school and is placed under teachers specially selected for their kind and genial manner towards children, as well as for their ability to secure thorough discipline. Much depends on the first weeks in school: The child must not be chilled with harsh discipline, nor allowed to exercise his arbitrariness and caprice at the expense of the order of the school-room. The transition from the atmosphere of home to that of school is made as gentle as possible. By degrees greater demands are made upon the child and he is compelled to carry home with him some of his tasks, having more school-work than he can do during school-hours. A greater change in the life of the pupil comes when he leaves the district school in his immediate neighborhood and enters the High School Branch, located so as to accommodate several districts. In the second year of the High School course he enters the Central High School, and the exclusive influences of home-life are still more weakened. If the University awaits him after the completion of his High School course, he is fortunate in finding excellent advantages in his own city. One of the worst features of modern Collegiate education consists in the complete severance of family and social ties for the three or four years of life when such influences are indispensable to proper development. The artificial life at a boarding school, or in the dormitories of College—resembling, as it does, the life of the soldier in the

barracks — is certainly adapted to check the growth of refined social manners. It may have its compensations in the development of powers of abstraction, mental discipline and independence, but it is doubtful whether these counterbalance the ready advantages of gentlemanly ease and polish, which family and social life gives.

In this connection I recur to the subject mentioned in my last report under the special account of the O'Fallon Polytechnic Institute. The provision there alluded to has taken a definite shape, as will be seen by the accompanying letter from the President of the Western Sanitary Commission :

St. Louis, May 13th, 1871.

Wm. T. HARRIS, Esq., *Superintendent of Public Schools.*

DEAR SIR:—The Western Sanitary Commission had money and property remaining, after completing the special work for which it was called into existence—all of which was the accretions from interest on funds which the treasurer had in his hands from time to time.

After providing for the orphans of soldiers and others, the members of the Commission came to the conclusion that they could make no better use of a portion of these funds, than in promoting the cause of education.

The public schools afford ample opportunity to every child in the community for instruction, from the rudiments of a common English education to a preparation for entrance into the University, but beyond this there is no provision.

The Commission, in order to provide for higher education free of cost to a limited number, into the university, have appropriated \$30,000, a sum sufficient to endow twenty perpetual scholarships in the Polytechnic or scientific and collegiate departments of the Washington University—the scholarships to be known as the Western Sanitary Commission Scholarships. The scholarships are to be filled under the direction of the Trustees of the Washington University. First from the children of Union soldiers in the late civil war; and in default of applicants from this source, the scholarships so far as vacant, shall be filled by such students from the St. Louis Public Schools, as may be recommended by the Superintendent of the Public Schools and the Principal of the High School, and appointed by the Board of Directors of the University.

All appointments to said scholarships, now created, shall be made after examination of candidates and continued only in accordance with the rules and regulations of the university; nor shall any appointment be continued to any student, whose moral character is not good.

Although the scholarships are competitive, the preference in appointments shall be to those whose means are limited.

The further sum of \$10,000 has been paid over to the Washington University, to be held in trust as a sustentation fund, the interest of which shall be appropriated to aid deserving students, first for the benefit of the children of Union soldiers and others occupying the Western Sanitary scholarships, then of any other students in the College or Polytechnic departments of the Washington University, at discretion of the Board of Directors.

I trust when the students of the High School are informed of the conditions connected with the bestowal of these scholarships, that it will stimulate a healthy emulation among them, to obtain the honors and advantages to be derived from them.

Very respectfully, your obedient servant,

JAMES E. YEATMAN,
President Western Sanitary Commission.

At the close of the year three students from the High School were recommended in accordance with the offer here made.

Wm. M. Harlow, Michael Healy, and Winthrop Bartlett entered the Junior Class of the Washington University on the proffered scholarships. It is to be hoped that further extension may be made of these privileges and that the number desiring to avail themselves of the same may increase from year to year.

In the accompanying report of Mr. Morgan, the principal, will be found renewed evidences of the efficiency of the management of the High School. From year to year a growing perfection in the arrangement of details has been manifest and a consequent greater efficiency in attaining the special result, for which the school was founded.

The District Schools are stimulated by it to a far greater extent than formerly, as is clear from the increase in number of pupils presenting themselves for admission in June. In the excellent report of Mr. Morgan, presented to the High School Committee in June, 1871, and printed by order of the Board, is found a more specific account of the mode of conducting the school and of its particular requirements than has been before given. I extract from it the following statements, which give in a concise form matter valuable for a correct insight into the internal workings of this school.

"DEPARTMENTS. While all work must be classified, yet absolutely separate departments belong to a college and not to a school; in the latter they would not be prompted by a reasonable economy. The High School teachers may change, but

there can be no material change in the nature of the work to be done. By keeping the whole matter "fluid," and by having as teachers those who can do well more than one kind of duty, we are never crippled by the loss of one whose place we can not satisfactorily fill. Necessarily, at any given time the work will be in departments, but the reason for any one's teaching one branch rather than another is that he is at the moment the one best qualified to take charge of it; as soon as this is not the case, there will be a new distribution of work. To illustrate, in our present corps there are at least five teachers competent to give instruction in mathematics. Should our present programme be disturbed by resignation, we should not be disabled until we found a mathematician, but if we could find a genuine teacher, could easily arrange the work among ourselves. This method retains all of the advantages of departments, while it is free from their inconveniences, and it is also economical, as wasting no effort. For example, there are at present nine divisions of Latin and Greek. As there are only six recitation hours, these employ the full time of one teacher and half the time of another; if this second teacher were proficient in Latin only, one half of his time would be valueless. As it is, this second teacher being proficient in German, completes her duties by taking the German divisions which are in excess of the time of the one exclusively teaching German. At least eight of our teachers have a more or less profound knowledge of German, at least five are similarly related to French, and so on of the other studies. While this general scholarship is in the highest degree valuable to the school, and largely contributes to the economy of its management, it is not upon their attainments, but upon their success in the *school-room*, that I would grade the teachers.

"COURSE OF STUDY. Let me say in the beginning, that the High School is not a college or university, and that it does not undertake anything that can not be accomplished; that it seeks ends attainable in the school-room, and does not indulge in an extensive programme at the expense of superficiality; that it is not "an institution of learning," "a temple of science," "a higher seminary," or anything of this kind; it professes only to be a *first-class school*, doing all that can be done in the time and with the material at its command. As a school, it boldly challenges comparison with any similar enterprise. Its pupils come to it at an average age of fourteen years. They have completed the

course in Arithmetic, Geography, History of the United States, English Grammar and Spelling; they know no more than can be expected from youth of this age. Those who have an intelligent interest in education will not expect these same pupils to be turned out at the end of four years as linguists, chemists, practical mechanics, architects, historians and authors. What may be reasonably demanded is, that they shall have learned how to study, shall have become familiar with the outlines and fundamental principles of the different branches, and shall be ready to enter our best colleges and scientific schools, or else to begin life with such general knowledge, and with abilities and habits of thought so trained, that they shall be impelled towards all that is high and useful, and be protected from the baseness of ignorance. Whether the impulse thus given shall exhaust itself, or whether it shall lead to high success, must depend upon the nature of the individual, an accident for which no human being and no human institution can be responsible; men cannot build marble palaces of clay. Two tests alone are valid, and I certainly claim that these will increase the respect in which our work is held, and that they will vindicate its success and utility. One of these is, a comparison of our pupils as they come to us and as they leave us; the other is, an examination of the results attained by other schools which are dealing with the same problem under similar conditions.

A scheme of the course of study would be as follows:

First, or Junior year—Algebra; English Analysis and Physical Geography; Latin, or German and Latin.

Second year—Geometry; Natural Philosophy and Chemistry, or Greek; Physiology; Latin, or German; Bookkeeping.

Third year—Trigonometry, or Greek, or Natural Science; Art; History; Latin, or French, or German.

Fourth, or Senior year—Analytical Geometry, or Review of Mathematics; History of English Literature and Shakespeare; Mental and Moral Philosophy, or Greek; Constitution of the United States; Latin, German, or French.

Drawing and rhetorical exercises are continued throughout the course.

It will be noticed that the time is fairly apportioned among the different classes of study.

Language is allowed four years; Mathematics, four years;

Natural Science, three years; Drawing and Rhetoricals, four years; Culture studies, one year; History, one year.

During the first half of the course the pupils are undeveloped, and there is but little option given in the matter of studies. At the beginning of the last half of the course the pupils are more mature, their individualities are more pronounced, and there is room for as much choice as is consistent with the stability of school-work. After one year a student will be able to determine whether his success encourages him to pursue a collegiate course, and can then elect between the classical and the general courses of study. By the third year they begin to look forward to the end, and have an experimental knowledge of their capacities or incapacities. At this time, therefore, Drawing becomes an optional study, and is continued only by those who have the ability to profit by further instruction. Those who have discovered any mathematical talent may carry over their Geometry into Trigonometry, while those to whom mathematics has been only a discipline, can drop the study and take that of Natural Science. Those who have studied German and Latin for special ends can, if this has been attained, substitute French. The same course is open to all, but the girls have a somewhat greater latitude in rejecting some of the studies.

The classical course is taken by those only who intend to enter college, and is marked by the substitution of Greek for Natural Science, and of a review of Arithmetic, Algebra and Geometry instead of the study of the higher Mathematics. A preparation for college usually consists merely of Latin and Greek, together with a skimming of Mathematics. Our course is more liberal, and has proved its excellence by the rank taken by our pupils throughout the country, and by the changes of study which are gradually being introduced into preparatory schools. Only a few select the classical course; this is as it ought to be, but the value of these to the school and to the community is not to be estimated by their number.

To the vast majority of our pupils the public schools furnish whatever education they are to possess, and these take the general course: it is for them that it is relatively extensive and varied. If they do their part, they leave us well-grounded in the principles of human study, and furnished with the means of making themselves what they would become.

RECITATIONS. The recitations insist with rigor upon exactness—upon an acquaintance with the formal parts of knowledge—but they also seek to broaden the field by all the culture of teachers, who themselves, as students, seek to make each day add to their resources. The pupil is to show what he has done, and to learn what yet remains undone; to have gradually impressed upon him not simply habits of application, but methods of exhaustive study. He is not merely to accumulate facts, however valuable or interesting in themselves, but to acquire the power of converting dead matter into living force. High above all instruction in particular branches stands the development of individual resources—the bringing to light and destroying of individual weakness, and for this any study affords the means to a teacher able and willing to use them. One of the most distinctive features of our national life is, that we all must learn to do things for ourselves, and learn to grapple with difficulties; how to render one's resources available; how to acquire self-discipline. These are, and ever must be, the highest and ultimate lesson of the school-room.

DISCIPLINE. It is the aim of our discipline to make pupils feel that they are elements of the school community; that their teachers are present to warn and guide, not to detect and punish. We believe that a child can easily learn the lesson of willing obedience to lawful authority. We would therefore, place him upon the basis upon which he must stand when he leaves our care; under such circumstances alone we can predict that those whose school record is good will make useful citizens. Arm a man of average understanding with all "the terrors of the law," and he can easily secure *formal* order; but until he grasps and solves the problem, How shall I induce my pupils to *identify themselves* with the right and the true; until his discipline affects the character, instead of temporarily modifying the conduct; until the pupils can be relied upon for co-operation, instead of being guarded against as malefactors; until the pupils observe the proprieties of the school-room just as a decent man observes those of the library or lecture-room; until these things are at least essentially true, there may be *order*, but there is no very high or valuable *discipline*. Our aim is to make pupils aware of their responsibilities, and excite the desire of *completely* discharging them. In individual cases our success must be modified by previous training—by home influences, and by the many other

agencies which no teacher and no school can control. But the pupils, as a body, must feel an influence whose effects shall not cease when the restraints of school-life and of youth have been removed. We assume that all who enter the school intend to devote themselves to the cultivation of all means of improvement. We seek to at once free them from the notion that, by any process whatsoever, either man or child can absolve himself from the responsibilities of his life, or prevent the acts of his life from recoiling upon himself. Only when the relationship within the school is similar to that in the world, can teachers contribute towards the attainment of those principles which lie at the foundation of any life truly valuable. Boys and girls are no worse than the rest of humanity ; they have not yet learned that pitiful philosophy which considers all men rascals and ascribes the victory to the shrewdest ; they have not yet learned to stifle all generous impulses and settle every act by considerations of immediate and personal profit or loss. In spite of the constant sermonizing to which they are everywhere exposed ; in spite of their knowing by bitter experience that older persons often use unfair means to persuade them to just ends ; in spite of their learning all too readily that when advice is too good for actual life, one gives it away to his friends ; in spite of all this, the natural healthfulness of youth still leaves them open to the recognition of all that is just, and high, and noble. In an experience by no means limited or unsuccessful, I have uniformly found pupils naturally inclined to do right when they see it as right, and I am sure that most misconduct proceeds from carelessness, error of judgment, or from a denial of just rights, and not from a demoniac depravity with which children are too often credited. Children can be misled; they are liable to exaggerated friendships and unreasonable hatreds ; in short, they have the faults that belong to the immature period of life. But while experience has taught them to distrust moralizing, they are ever ready to hold fast by any one who expects nothing that is unattainable, and who not only exacts what he considers just, but also recognizes the rights which belong to humanity, even when clothed in the form of childhood. The growth of true manliness and womanliness has been felt by all who have watched our pupils from year to year, and I have no hesitancy in saying that we have at least advanced so far, that the spirit of the scholars is natural, healthful and true, and that the teachers are called upon

only for quiet, constant, persistent effort. With a continuation of this effort upon the part of the teachers, we shall produce a growth in character which will be felt and prized in the community to which we all belong."

PRINCIPAL'S REPORT.

W. T. HARRIS, Esq., *Superintendent of Public Schools, St. Louis.*

SIR:—I hereby transmit the following as the report of the High School for the year 1870—71.

ATTENDANCE.

T A B L E I.

Showing the Attendance of the School for each quarter.

TERMS OF THE SCHOOL.	Different pupils.	Average belonging.	Average attending.	Percent attendance.	Not absent.	Not tardy.	No. of tardiness.
First Quarter.....	397	375	361	96	188	364	48
Second ".....	386	365	349	93	186	291	178
Third ".....	367	328	314	96	182	293	68
Fourth ".....	319	304	293	96.4	173	273	69
For the year	404	313	329	96.1	96	267	363

T A B L E II.

Showing the number of Scholars belonging to the High School for each year since its establishment, February 11, 1853.

YEARS.	Junior Class.			Sec'd Class.			Third Class.			Senior Class.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1853.....	47	25	72	..	..	..	..	..	..	47	25	72	..	..	..
1853-4.....	30	25	55	23	14	37	26	10	36	53	39	92	..	..	..
1854-5.....	39	35	74	11	15	26	10	9	19	60	59	119	..	..	..
1855-6.....	52	55	107	10	27	37	8	10	18	70	92	162	..	..	..
1856-7.....	76	61	137	30	35	65	12	16	28	118	112	230	..	..	..
1857-8.....	73	63	136	40	35	75	7	10	17	128	113	241	..	..	..
1858-9.....	72	70	142	40	28	68	19	6	25	138	110	248	..	..	..
1859-60.....	85	80	165	43	31	74	18	11	29	162	123	290	..	..	..
1860-1.....	74	69	143	45	42	87	20	22	42	153	142	300	..	..	..
1861-2.....	82	38	120	31	19	50	21	19	40	146	84	230	..	..	..
1862-3.....	87	83	170	52	23	75	15	9	24	167	120	287	..	..	..
1863-4.....	44	85	129	34	48	82	19	15	34	106	155	261	..	..	..
1864-5.....	56	74	130	26	50	76	17	29	46	109	164	273	..	..	..
1865-6.....	55	74	129	30	40	70	16	33	49	115	171	286	..	..	..
1866-7.....	57	74	131	28	43	71	19	27	46	121	116	281	..	..	..
1867-8.....	83	90	170	45	45	90	31	21	52	172	181	353	..	..	..
1868-9.....	70	103	173	47	51	98	28	33	61	172	162	375	..	..	..
1869-70.....	80	107	187	39	51	90	20	42	68	166	225	391	..	..	..
1870-1.....	76	107	183	59	67	126	23	25	48	175	229	404	..	..	..

The average rate of increase and the fluctuations of the school from its opening in 1853, until the end of 1870—71 may, perhaps, be better shown in the form of per cent.

1854.....	28.	per cent. gain
1855.....	29.3	"
1856.....	36.1	"
1857.....	42.	"
1858.....	04.7	"
1859.....	02.9	"
1860.....	17.	"
1861.....	08.4	"
1862.....		23 per cent. loss.
1863.....	24.7	"
1864.....		.09 "
1865.....	04.6	"
1866.....	04.8	"
1867.....		01.7 "
1868.....	25.	"
1869.....	06.2	"
1870.....	04.5	"
1871.....	03.3	"
Total.....	236.5	33.7

Gain for 18 years was 202.8 per cent., or an annual gain of 11.2 per cent. until 1870—71, when the capacity of the building having been reached, a portion of the Junior class was transferred to the Intermediate School.

Of the pupils belonging to the school at its close in June 1870, thirty-eight were not present at the re-opening in September.

Transferred to Normal School.....	1
Removed from the city.....	3
Engaged in teaching.....	1
"At work".....	3
Absent, because of non-promotion.	24
Absent, cause unknown	6

— 38 —

As usual, the loss is from the weaker element and of the numbers above given, only ten left a noticeably good record.

T A B L E III,

Showing the Character of Attendance for different years.

YEARS.	No. enrolled.	Average No. belonging. Per cent. pupils on an average who were members during the year	Average attendance, Per cent. attendance.	Number discharged.	Percent. discharged.	Percent. remaining.	Number not absent.	Number not tardy.	Number absent once.	Number tardy once.	Per cent. of tardiness.
1859.....	384	295 78	282 95	136	35	65	44	96	64	128	1.4
1860.....	386	306 79	292 95	112	29	71	38	127	21	59	1.3
1861.....	318	245 73	234 95	105	33	67	76	166	27	50	.95
1862.....	230	170 74	163 96	..	48	52	..	..	..	..	1.5
1863.....	276	232 87	225 97	72	26	74	35	45	20	35	2.9
1864.....	263	220 83	211 91	91	45	55	39	63	16	55	1.3
1865.....	273	236 86	226 95	69	25	75	46	155	23	88	1.
1866.....	286	231 83	232 96	96	34	66	51	191	24	43	.6
1867.....	281	247 90	238 96	60	21	79	58	160	36	50	.92
1868.....	353	304 86	289 95.5	80	23	77	50	212	40	71	.81
1869.....	375	324 86	311 96	93	24	76	82	203	78	69	.16
1870.....	391	327 83.6	311 95.5	112	28	72	79	237	89	68	.5
1871.....	404	343 85	329 96.1	114	28	72	96	267	41	70	.52

Total number withdrawn during the year 114
 Of these, there were transferred to Normal and Intermediate 29
 Making the number of actual withdrawals 85

The causes were as follows :

Health	24
Removal.....	8
Inefficiency	40
To seek employment.....	2
Death	1
To teach.....	1
Unknown	9
Two were granted diplomas as "absent on leave"	2
	83
Twelve have returned during 1871—72	12
	71

Of these 71 pupils, eleven left a creditable record. Those discharged were distributed among the several classes as follows:

Senior.....	..
Third .....	..
Second .....	..
Junior.....	71
Total.....	114

TABLE IV,

Showing in the form of per cent. the Ratios of the several Classes.

YEARS.	Seniors.	Thirds.	Seconds.	Juniors.
1859 . . . . .	.05	.10	.28	.57
1860 . . . . .	.08	.10	.25	.57
1861 . . . . .	.09	.14	.29	.48
1862 . . . . .	.11	.18	.21	.50
1863 . . . . .	.10	.08	.25	.57
1864 . . . . .	.05	.13	.32	.50
1865 . . . . .	.07	.17	.28	.48
1866 . . . . .	.13	.17	.25	.45
1867 . . . . .	.12	.16	.25	.47
1868 . . . . .	.13	.14	.26	.48
1869 . . . . .	.12	.16	.26	.46
1870 . . . . .	.12	.17	.23	.48
1871 . . . . .	.12	.12	.31	.46
From 1859—1866 . . . . .	.08	.13	.27	.52
From 1866—1871 . . . . .	.123	.153	.258	.46½

From this table will appear the constant tendency to a more equal distribution of the pupils among the several classes. The ratio of the second class is above the average of the last five years owing to accessions from the Intermediate School.

Recitations and Department.

These topics have been elaborated in former reports as well as in the special report, which was printed at the suggestion of the High School Committee. As the only changes are incidental and do not affect results already submitted, I leave these topics without further remark.

Home Study.

The course of the High School is essentially unchanged from year to year and the time required for study at home is found to be quite uniform. The time so employed by each class can be found either in previous reports or in the special report before alluded to.

Course of Study.

This has by the action of the Board been so modified as to extend to the pupils, who elect the German course, an opportunity for some acquaintance with the Latin. It will be impossible to report the actual working of this change, until the close

of the year 1871—2; but, unless there are difficulties not foreseen, the change will doubtless prove to be advantageous.

Changes in Corps of Teachers.

The changes in our list of teachers has been unusually great. Mr. John E. Kimball and Miss Miriam S. Sherman were taken away by the action of the Board, in placing the Second Branch High School under the charge of the former, with the latter as First Assistant. As the field of labor is essentially the same, this loss to the High School may be found of advantage to the schools at large. The resignations of Miss Mary E. Beedy, Miss Julia A. Dutro and Mr. Wm. C. Ball were accepted by the Board, as they proposed retiring, at least temporarily, from the profession.

The vacancies thus created have been filled by the appointment of Messrs. Edward H. Currier and Wm. P. Heston; and of Miss Hope Goodson, Miss Fannie E. Tower, and Miss Mary H. Chidester, while the position of Drawing-teacher has been given to Mrs. Lizzie B. Gow. All of these teachers, except two, were previously known to the community as connected with other branches of the Public School system. This direct knowledge of the workings of the schools, together with the fact that the majority of these ladies and gentlemen have been pupils as well as teachers in our schools, will enable us to escape the difficulties usually attending a change of teachers. I cannot doubt, that the work of the year will confirm the wisdom of the choice and add to the reputation already acquired by the appointees.

The Graduating Class.

Diplomas were awarded to forty-two pupils and I give their names and record.

NAMES,	P. C. Scholarship.	P. C. attendance.	P. C. deportment.	Days absent.		Times tardy.		Discredits.		Rank.									
				Junior year.		Senior year.		Junior year.											
				Second year.	Third year.	Four years.	Senior year.	Second year.	Third year.										
Amson, Arthur	95.	96.	97.6	7	..	7	1	1	2	4	2	9	15	2					
Bartlett, Winthrop	88.	88.	98.7	5	6	522	1	..	3	4	3	5	12	13					
Eates, Hester	92.8	91.5	98.7	1	14	117	..	..	5	..	2	9	16	7				
Bissell, Evelin	92.8	98.	100.	1	2	1	4	..	..	..	..	..	..	3				
Blair, James Laurence	85.7	90.2	99.8	5	2	4	18	2	1	3	60	79	18	36	198	21			
Block, Henry W. C.	72.3	84.3	95.3	2	16	22	..	..	1	6	7	..	17	18	35	41		
Clark, Cyrus E.	76.	99.5	99.2	..	1	2	3	1	..	1	30	4	..	..	12	23		
Denham, Emma	78.8	81.2	98.2	12	2	16	3	1	..	5	11	16	8	5	15	20	22	27	
Eaton, Louise	78.6	73.	98.7	8	14	8	16	46	..	5	11	16	8	5	15	20	48	58	
Epstein, Sarah	73.2	89.2	99.6	11	10	7	38	1	..	1	3	..	..	2	2	4	40	
Fisher, Ada Calista	90.	75.5	100.	..	2	5	38	45	..	1	2	..	..	..	..	..	10	
Fisher, Ellen	82.5	95.7	99.7	3	2	1	8	..	..	1	4	..	3	10	17	18		
Fisher, Laura	92.7	..	6	2	4	1	13	..	..	2	3	4	..	16	22	42	31	
Francis, Anna Inez	77.9	87.3	97.8	..	10	4	14	1	6	..	3	10	5	4	9	18	36	55	
Gautier, Rosalie	79.	75.	98.2	17	7	10	12	46	2	..	1	3	2	1	8	2	13	34	
George, Inez	78.5	94.2	95.7	4	2	13	4	23	..	1	1	2	..	..	..	..	24	
Giles, Nannie	68.	100	100	..	..	..	..	..	..	..	..	..	..	..	..	..	37	
Gilliland, Grace	92.	61.	99.	25	42	20	..	57	..	2	..	2	3	..	1	7	11	28	
Greve, Edward Henry	75.7	97.5	97.1	3	..	2	5	..	..	..	5	17	12	37	69	29		
Harlow, William Marston	84.9	99	97.1	..	..	..	..	..	..	1	5	17	1	13	..	36	11	
Healy, Michael Francis	82.4	95.5	98	4	2	..	6	1	2	..	3	..	2	2	4	..	8	19	
Holland, Maggie Hortense	73.5	93.2	97.5	..	1	..	1	..	..	..	1	3	4	12	19	37	39	
Hopton, Maggie	83.	89.	98.2	2	2	2	5	11	3	11	3	5	22	10	5	2	5	22	23
Hodges, Maria Caroline	75.	91.7	97.2	..	2	1	7	10	2	1	5	5	13	5	6	11	11	33	42
Johnson, Emma E.	85.	99.3	93.4	4	10	14	..	1	..	2	22	3	2	2	2	29	9
Johnston, Laura	88.	83.	100	12	20	6	38	..	2	..	..	..	..	3	7	10	15	
Kinkhead, Susan	86.8	96.2	100	..	3	1	3	7	1	..	1	..	..	..	..	..	..	17
Krag, John Andrew	89.5	99.2	97.7	1	3	1	..	5	1	..	2	3	6	6	15	..	30	8	
Lathrop, Sarah Grace	77.2	93.9	97.5	..	1	..	1	..	..	..	1	10	4	4	26	44	24	
Lavat, Marius	81.6	87.2	98.6	1	..	5	8	14	1	16	3	3	23	1	4	1	3	9	5
Little, Arthur Eugene	91.	92.5	95.2	5	5	2	2	14	..	1	..	2	22	3	2	2	2	29	9
Luedeking, Robert	95.7	100	98.5	..	..	..	..	..	..	..	1	12	..	7	17	..	30	1
Marston, Fannie Howell	74.	81.	98.7	..	8	4	29	..	1	1	6	8	..	..	..	..	..	32
Miller, Sarah Emma	77.	85.5	99.2	6	10	4	6	26	1	..	1	2	1	..	1	4	..	6	20
Miltenberger, Henry Bryan	85.	92.7	97.7	..	3	8	9	20	..	2	1	3	..	21	4	8	33	14	
Rice, Eliza	80.9	89.2	97.7	6	..	2	5	13	..	1	2	14	17	4	3	9	5	31	25
Schiefer, Martha Cordelia	81.2	89.7	99.5	7	9	7	13	36	2	1	..	2	5	1	..	..	2	35
Sayers, Hugh Hill	76.6	88.7	98.3	3	..	5	3	11	1	5	14	3	23	9	6	8	3	26	33
Smith, Jennette Watson	84.5	93	97.4	1	..	1	5	7	1	..	4	6	11	3	..	3	18	21	16
Smith, Mary A.	84.4	98.7	98.5	1	..	..	1	..	3	..	3	..	..	10	12	22	12	
Thomson, John Edwin	89.4	97.5	98.7	..	3	..	3	..	1	..	2	3	..	3	7	6	16	6	
Trask, Walter Haywood	79.3	90.5	98.7	7	17	24	..	..	..	..	5	4	3	8	20	30		

Boys. Girls. Class.

The Average Age was..... 17.9 18.4 18.2

The Scholarship at the Washington University was given to Arthur Amson.

Admissions to the School.

There were the usual examinations for applicants in June and September.

	Boys.	Girls.	Total.
The Number Applying was, June.....	190	239	429
" " September.....	18	18	36
Total.....	208	257	465

	Boys.	Girls.	Total.
Number Admitted, June.....	163	211	374
" " September	5	3	8
Total	168	214	382

The number received being unexpectedly large, the Committee were unable to execute their intention of wholly withdrawing the Junior Class from the High School building to the Branch Schools; a policy which they propose for the ensuing year.

Consequently, the pupils having a percentage varying from 65 per cent. to 70 per cent. were assigned to us, while the remainder were distributed among the Branch Schools.

The Branch Schools.

The First Branch School was opened under another name at the beginning of the year 1870—1. Mr. L. H. Cheney had previously conducted it as an Intermediate School.

For the year 1871—2 we received from this source, additions, distributed as follows:

	Boys.	Girls.	Total.
For the Second Class	26	19	45
" Junior "	4	1	5
Total	30	20	50

The Second Branch School was opened in September 1871—2 and is under the charge of Mr. John E. Kimball.

For the information of the community it may be well to add, that these schools are branches of the High School, intended to relieve the pressure from too great numbers, and by their location to accommodate the pupils of our lower classes, who may live at a distance. Their course of study is that of the High School and pupils who complete satisfactorily the Junior year's work will pass into the Second Class at the High School building.

Alumni Association.

In former reports allusion has been made to an association of Graduates, which was formed in 1867. Each year the exercises have gained in interest and each year the association has more fully appreciated its responsibility. Last summer there was issued a pamphlet, giving the constitution and by-laws, the programmes of exercises for the several years, and a list of the names and occupations of the graduates. As introductory to the pamphlet is an essay by Mr. L. J. Block (Principal of the

Jacksonville High School); to this I refer as ably setting forth the ends of the association, as they appear to its members.

There seems a peculiar fitness in such an association's being connected with the Public Schools: while it may incidentally attain the ends usual with such organizations; while it may well seek to keep fresh old memories and strengthen the young, by the success of the older.

We have passed the time when the value of education is any longer questioned, but we have still to find a universal definition of education and still to satisfy doubters, that Public Education is demanded by the spirit of our institutions. While, as is stated in this pamphlet, the graduates may, by means of their association, find co-laborers in any worthy enterprise; may each add to his power by meeting others, who, in the same direction or in a different sphere, may have done somewhat; still the high claim of the organization upon its members consists in the fact, that Public Education is a vital social problem, which each citizen must study to comprehend and upon which each citizen must decide carefully and in the light of the fullest experience. It is this claim which lends a special interest to this organization and which gives assurance that as the graduates advance in age and social position, they will find in the association a field for much valuable effort. To the community it already has a value, as enabling one to trace the progress of our graduates and determining whether they fulfil the promise which was claimed for them.

Excluding the class of 1871, there had graduated 142 boys and 175 girls, and it may be valuable to indicate their occupations so far as determined. Of the 175 girls 95, or 54.3 per cent., engaged in teaching for longer or shorter periods. Of the 142 boys—

1 or .7 per cent.	is a	Lecturer.
2 or 1.4 "	are	Ministers.
2 or 1.4 "	"	Engineers.
3 or 2.1 "	"	Farmers.
7 or 4.9 "	"	Public Officers
10 or 7.	"	Doctors.
16 or 11.2 "	"	Students.
17 or 11.9 "	"	Lawyers.
17 or 11.9 "	"	Clerks.
42 or 29.4 "	"	Business Men.
3 or 2.1 "	"	Teachers.
22 or 16.	"	Not classified.

It is in contemplation by the Graduates, to collect and prepare a catalogue of the school from its foundation. Should this be so arranged as to give the items of the greatest interest to the community, it will show how far we may carry our assertions in regard to the benefits of careful instruction.

Average age of Pupils.

As frequent inquiry is made in regard to the relative age of our pupils from year to year, it may not be amiss to collect this information :

1859.....	15.7	years.
1860.....	15.9	"
1861.....	15.	"
1862.....	16.	"
1863.....	15.6	"
1864.....	15.7	"
1865.....	15.75	"
1866.....	15.3	"
1867.....	15.4	"
1868.....	15.5	"
1869.....	16.	"
1870.....	16.1	"
1871.....	15.9	"
1872.....	16.4	"
<hr/>		
Average	15.73	

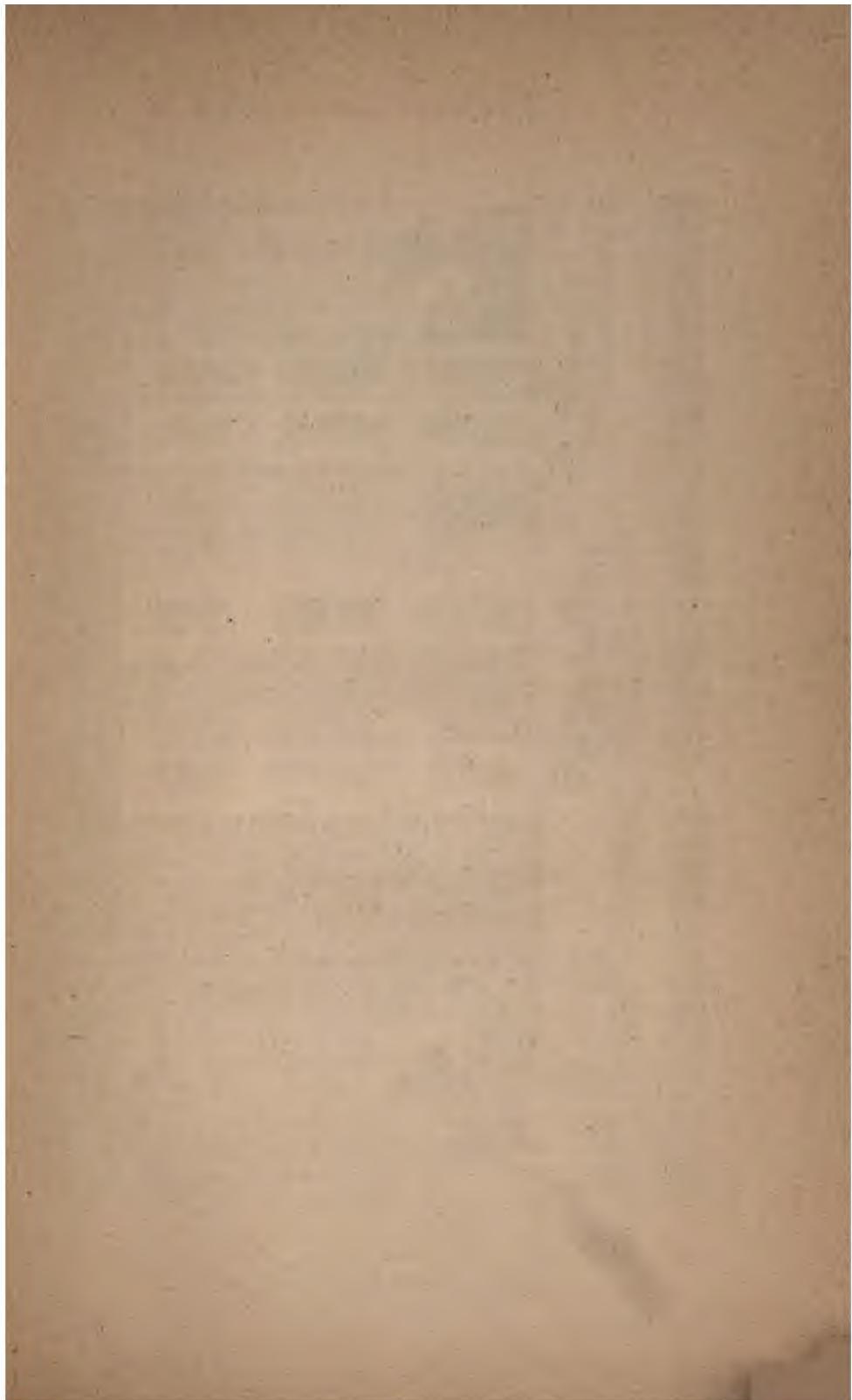
Respectfully submitted,

HORACE H. MORGAN, *Principal.*

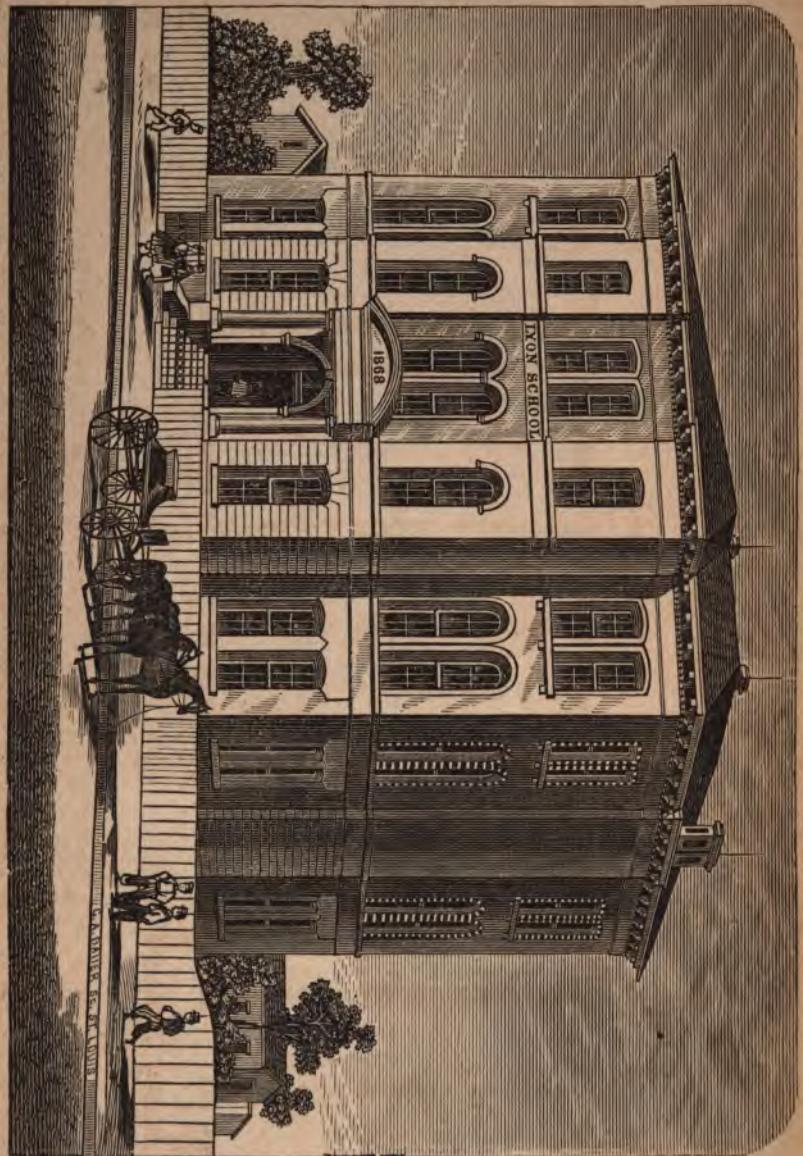
DISTRICT SCHOOLS.

"The object of education," says Hegel, "is to make men ethical." Human institutions are to be preserved solely by early initiation into them. The ethical must become use and wont for all individuals. Many educational writers of the present day, who have investigated the question "what knowledge is of most worth," assert the paramount importance of "such branches as prepare men for direct self-preservation." Under this head they would class Physiology and Hygiene, and next the various physical sciences. It is evident, however, that ethical education is a far more immediate agency in the direct preservation of man than any science whatever. The initiation of the child into manners and customs, into the general forms of right doing—the conventionalities of civilization—this in its broad sense is ethical education, and it is the first necessity of the child when he grows up to the capacity of self-activity. Correct living has been a constant object of attainment since man began his career. The obvious impossibility of achieving any degree of civilization without living in communities has narrowed this problem to the definite one: what are the necessary conditions under which the community may exist? Human history is the record of the answer to this question. Its narrations all relate to the adjustment and readjustment of the unity resultant from combination. How large a combination has been found possible, the growth and fusion of combinations, their disintegration and decay—the portrayal of wars, civil and foreign, relates solely to these topics. Revolutions, whether bloody or peaceful, whether relating to the state or to productive industry, are the outward manifestation of the variation of the resultant unit of combination.

Progress, in a historical sense, means nothing more nor less than the realization in the individual man of the unity which combination produces in the community. It is the interpenetration of each with the general form of the whole; the rationality of all made possible for each. Each stands on the shoulders of all in a highly civilized state, each man enjoys the fruits of the vast process of human industry just as effectively, as if he were the absolute monarch of the world. The productions of the world flow through well worn channels up to his very door.



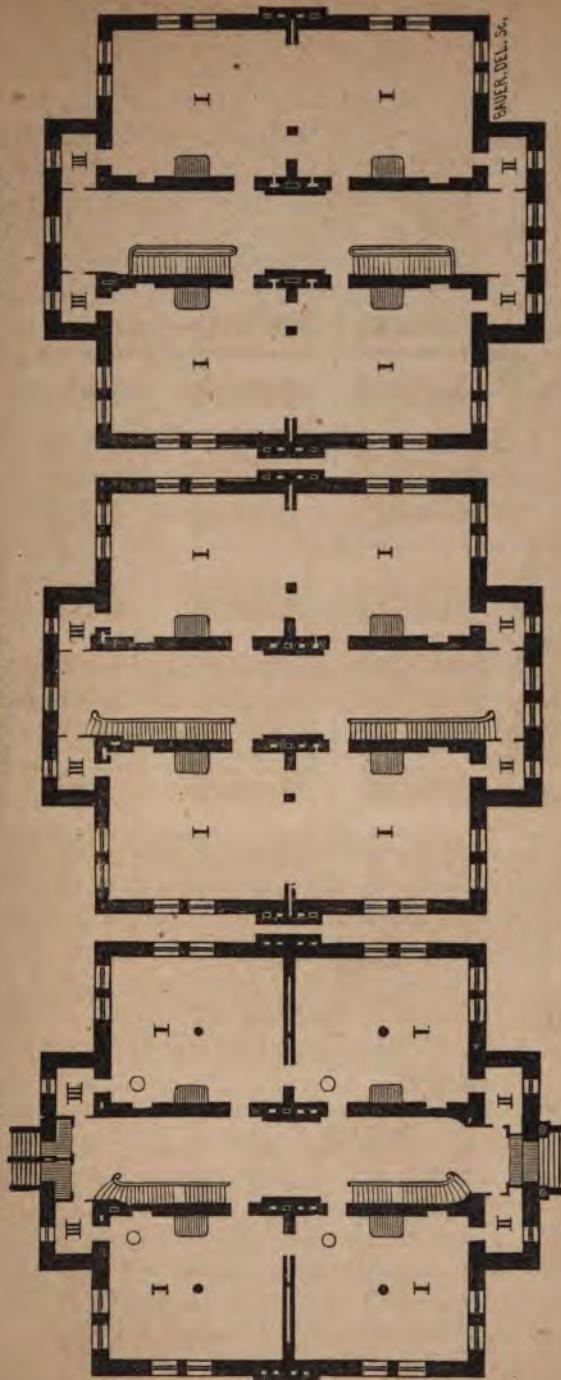
The BENTON, CARR LANE, CARRROLL, CARONDELET, CLAY, CLINTON, DOUGLAS, ELIOT, HUMBOLDT, IRVING,
LA CLEDE, LINCOLN, MADISON, OFFALION and LYON Schools are built in this style.
For ground plans see next page.



FIRST STORY.

SECOND STORY.

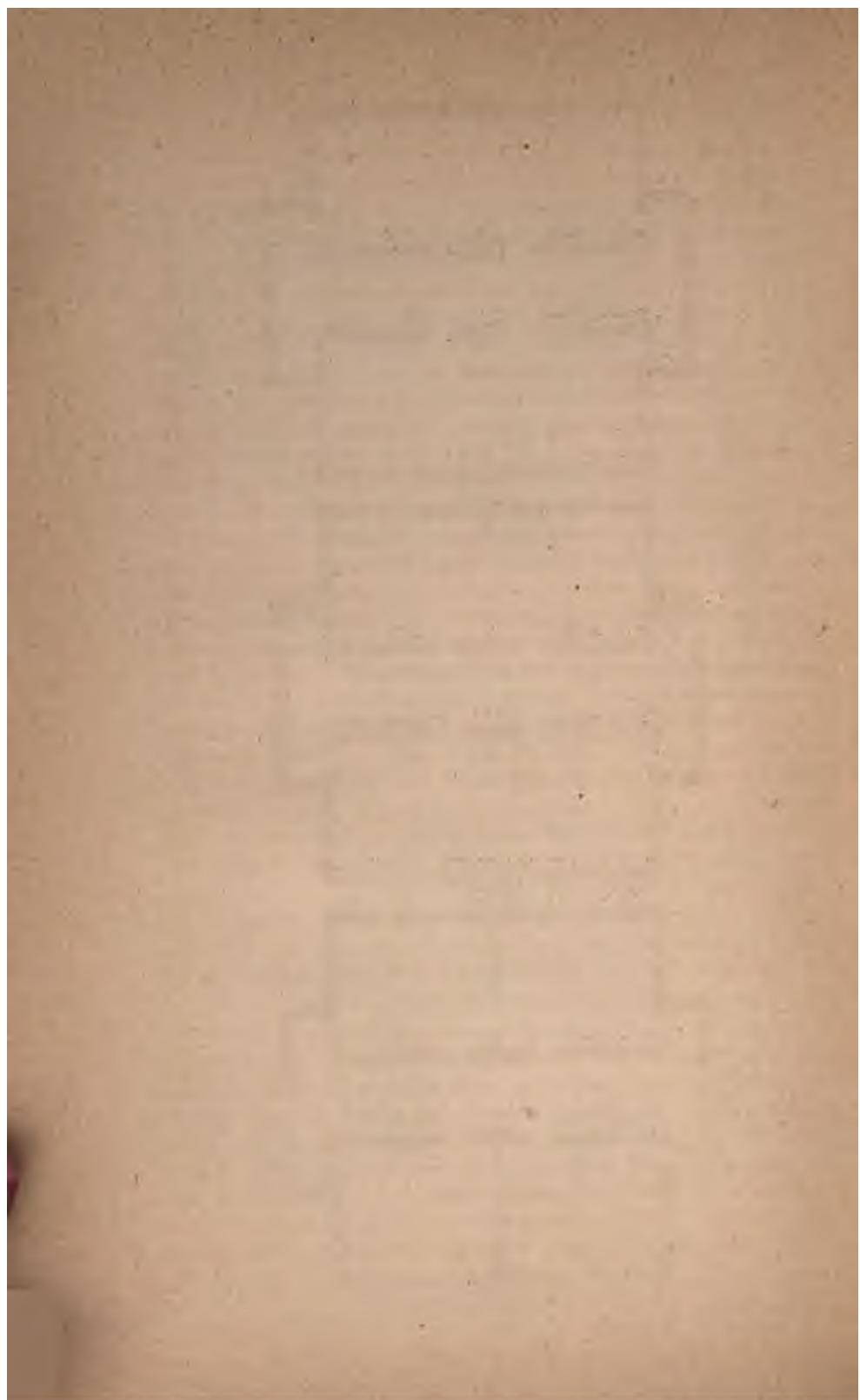
THIRD STORY.



GROUND PLANS OF THE LYON SCHOOL AND OTHERS SIMILAR TO IT.

I=Twelve School-rooms, each 27 by 30 feet and fourteen feet high, lighted each by four windows arranged two in the back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms marked "I", "I", and can be pushed back for general exercises such as singing, &c. Flues for ventilation and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform for teacher's desk is placed against the inside wall so that the pupils do not face the light.

II and III=Wardrobes, one attached to each room and having doors opening into the school room and also out into the hall; the pupils pass through these into the hall getting their clothing on the way.



Were he the monarch, he would have the trouble of ascertaining his wants and of ordering their supply: as it is, commerce displays before him all the productions of the earth and appeals directly to his wants. When the universal is completely realized, in and for the individual, no further progress is possible. In that case the individual man is the unit of combination and the unit resulting from combination.

The necessary condition of combination into a community is the general adoption of the same forms of doing and acting. The prescription of common habits and usages is the first gift of society to the individual. Carlyle, in his *Sartor Resartus*, has portrayed the Philosophy of Clothes; not merely the clothing which protects the body from inclement cold or heat, but the clothing of habits and usages, of symbols and ceremonies that make possible the spiritual life of man. It is this spiritual clothing which is the first essential for direct self-preservation. A scientific insight into the necessity of conventionalities, individually and collectively, is the product of higher education, and desirable for all. But with or without the scientific insight, the individual must, at all hazards, have the *use* and *practice* of these conventionalities.

The first culture in the conduct of life comes from the nurture of the family. This is less scientific and more directly prescriptive than any subsequent culture. "You must" and "you must not" the child hears from the earliest dawn of consciousness. Family life gives the substantial elements of education. The child gets his first feeling of self-hood and responsibility, the germ of true character, from this nurture.

The momentous importance of early home influences is shown in a startling manner by the statistics of crime. Col. W. J. Dougherty, at the late National Police Convention, held in this city, made the following statement:

"From an article in the *American and Theological Review*, I quote as follows: 'It is stated that of the 11,510 convicted criminals in New York state, 7,232, or 62 per cent., were orphans or half orphans. In Pennsylvania 515 out of 962 prisoners, more than 50 per cent., were virtually orphans. That is, 375 were literally so, and 140 were sent away from home in early life and thus deprived of all parental care, guidance and discipline. In Maryland out of 537 convicts 260 were orphans, nearly 50 per cent. The chaplain of the Kansas penitentiary, in his report of-

1868, says: Of 125 convicts 52 have both parents living, 30 have fathers only, 18 mothers only, 48 have neither parents living, and 22 know nothing of their parents. Such is the composition of prison population.'

"A London police report referring to this, the chief and prolific source of juvenile vagrancy and crime, augmented of course by children abandoned by indigent and profligate parents, and by a few wayward spirits from reputable families, who leave their homes from the neglect or misfortune of their natural protectors, adds this significant remark: It is from thousands of children so situated that the chief mass of criminals is derived who fill the prisons, the hulks and the convict settlement. It is a most extraordinary fact that one half the number of persons convicted of crime have not attained the age of discretion."

The fact that the ranks of crime are recruited from our orphan children is a stinging reproach upon our boasted Christian civilization. The cost of crime to the State and community exceeds all the other expenses of government. One per cent. of the money expended in taking care of criminals after they are developed would prevent two-thirds of the crime, if it were judiciously laid out in caring for the education and proper training of orphan and destitute children. This is the lesson of facts and figures!

But family life alone does not suffice for the development of the ethical man. As early as his fifth or sixth year the child needs the mediation of a more general training. Here commences his school-life. I have already discussed at great length the means and appliances of school discipline and their significance in moulding character. It is reserved for me in this place to allude to the statistics which establish the importance of school education in a moral point of view.

Self-restraint, so much insisted upon in school discipline is likely to prevent intemperance, and intemperance causes the greater proportion of crime.

Seventy per cent. of the criminals of the United States have been of intemperate habits. In the Albany penitentiary, for twenty-two years, out of 20,514 criminals there were 17,804 intemperate ones. In the city prison for New York out of 42,621 persons confined there for various crimes and for various periods of time 25,570 were of intemperate habits. In the Clinton prison "seven-eights of all have owed their criminal inclinations and

acts to drunkenness. In the rural districts the percentage of drunken criminals is far greater, amounting to 92 per cent. in the Onondaga penitentiary. Other statistics of like character are cited by Col. Dougherty in great abundance in the essay from which I have quoted above.

But ignorance is an unmistakeable indication of want of school education. In these days, when to learn to read and write is a matter of a few hours or days at most for an adult, it is surprising to learn that so many of the convicted criminals cannot read and write. But the prevailing ratio of well educated in what we should call a "thorough common school education" is about one in seventy-five, or 1 1-3 per cent. From the above mentioned source we learn that, "In the Albany penitentiary, for 22 years the record gives 6,355 who cannot read, 4,671 who can only read, and 9,488 who can both read and write. Not one-third of the population of New York cannot read (about one per cent. of the adults only.) In the county jails of New York, out of 568 persons interrogated, only 8 were found with superior education while 179 could not read and 118 could only read. Over 31 per cent. wholly uneducated, and not 2 per cent. well educated—and this over the entire State.

"In the New York city prison, in 1868, out of 47,313 only 625 were well educated, while 3,439 could not read at all, and 12,604 could only read.

"In the eastern penitentiary at Philadelphia, out of 879 convicts, 11 per cent. had received a fair education, 60 per cent. could only read, and 29 per cent. were wholly illiterate, and these from a State where 97 per cent. of the people can read and write. Out of 491 convicts in the Massachusetts State prison, 20 per cent. were unable to read or write. Yet over 97 per cent. of the people of Massachusetts can read and write. Out of 215 convicts in the Connecticut State prison 77, or more than one-third, could not read and write, while 98½ per cent. of the people can read and write. Therefore, if ignorance has no influence in crime, 98½ per cent. of the convicts should have been able to read and write. In view of such facts, we believe that to educate the people well is to prevent crime. But to do this properly, not only the intellect should be educated, but the moral nature much more, and it is to this that we look as a prevention of crime.

"When whisky and licentiousness are not at the bottom of schemes of diabolical crime, it will be found among the ignorant,

the drones and burdens of society. It will amaze any one not acquainted with facts to ponder the statistics that crime develops, as it respects those who boast that the world "owes them a living," and who care not to make it honestly and lawfully for themselves. In the penitentiary of this State, among its convicts only 13 per cent. have a trade. Of the 17,000 criminals in the United States in 1868, 97 per cent. had never learned a trade. No fact can speak more highly in honor of the working men of our nation than this, nor more surely commend industry. In the county jails of New York State, in 1864 out of 568 prisoners interrogated, 72 per cent. had no trade. In Connecticut 60 per cent. of all the prisoners convicted of crime were without a trade, in Maryland 57 per cent., and in Pennsylvania, 45 per cent.

"The statistics of the Eastern Penitentiary of Pennsylvania exhibit the following results: Of 3,043 convicts 442 were apprenticed and served their full time; 556 did not serve out their time, and 2,045 served no apprenticeship at all. Out of 600 convicts in the Eastern Pennsylvania Penitentiary recently, only six ever learned a trade, namely, two shoemakers, one blacksmith, one cabinet-maker, one tin-smith, and one stone-cutter."

The lack of proper industrial education is here very obvious as a contributing cause. Very truly does the essayist say, "not merely the intellect must be cultivated, but still more the moral nature," for the prevention of crime. But moral training, to be efficient, must be chiefly a discipline in the habits of regularity, punctuality, industry, neatness, self-respect, obedience to rules, courtesy and the like. Mere talk about these things avails little. A strict discipline in them will in a few months, make a lasting impression on the child, and form habits of self-control, that will sometimes endure through life. This is just what a well disciplined school aims to secure and does secure. In their five years of average schooling a whole community of youth may be made to form habits of character which will wear like a second nature. Is there anything so evident as the fact that while the knowledge gained in school is of great importance, the discipline enforced there by proper means is far more important?

There has been of late years much said regarding the immorality of schools where direct religious instruction is excluded. It is a favorite practice of those who advance the theory of the

inseparableness of religion from the culture of morality, to attribute whatever laxity appears in society to the Public Schools as its origin. The statistics above considered show that there is no just foundation for such attacks. It is clear that a school in which morality formed the staple of instruction—even were it continually supported by appeals to religion, would be a fountain of moral corruption in the community, *unless strict discipline were maintained there*. It is the habitual practice of obedience to principle, that constitutes morality.

Reform-schools prove the efficiency of strict discipline in forming character. "95 per cent. of the offenders that enter these reformatories," says the United States Commissioner's Report, "come from idle, ignorant, vicious, and drunken homes." A few years of strict discipline and instruction in the reformatory, and habits are formed and so firmly fixed in the character, "that 75 per cent. of the boys go out of those institutions to lives of integrity and usefulness."

From the last report of Commissioner Eaton I quote the following statement, as confirmatory of the statistics above given by the warden of our penitentiary: "At least 80 per cent. of the crime of New England is committed by those who have no education or none sufficient to serve them a valuable purpose in life. All tables are fallacious here in two respects. First, every man, not expecting to be put to the test, will overstate his educational advancement. Secondly, the mere ability to read and write with difficulty gives a man no considerable advantage, either as to character, powers or chances in life. To be advantaged by the power to read, he must read with pleasure; must be interested in, and have the habit of gaining knowledge by reading. Much of culture must be added to the mere power to read before that becomes of any practical advantage.

"The Massachusetts figures for her state and county penal institutions are as follows: Of all those incarcerated during the past year—a total of 14,315—thirty-one per cent. could not read nor write, and eight per cent. more are registered as only able to read and write; making a total of 39 per cent. uneducated beyond this point. 23 persons only are reported as having had any higher education than that of the common schools; the remainder, about 60 per cent., as having a common school education. Of this 60 per cent., but a few came from the more advanced studies. Full two thirds of our common school pupils

who have learned to read are not yet advanced so far as to have mastered the rudiments of written arithmetic.

"Careful and extensive inquiry of wardens, jailors, superintendents of houses of industry, of correction, and of reformation, and of teachers and other officers of the same, have fully convinced the writer that 80 per cent. of the criminal population of New England have never mastered the fundamental rules of written arithmetic, nor entered on the study of geography or grammar.

"It is found that 28 per cent. of all the prisoners in the country, in 1868, were unable to read and write.

"If now, the fact that the utterly unlettered six per cent. of the population of Massachusetts commits 31 per cent. of all her crime, be set over against the fact that of all her 14,415 criminals but 23 had enjoyed educational opportunities beyond the common school, have we not a striking illustration of the fact, that ignorance is the mother of crime, and that thorough education is a very perfect safe-guard against it? And this fact for Massachusetts is only a specimen of what is true of every New England state. From 3 to 7 per cent. of our population, the wholly uneducated, in the United States, commit at least 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated beyond the common school. The entirely uneducated man is nine times as likely to be a criminal, as the average of the men who have been taught, and more than one hundred times as likely to become a criminal, as he who has been thoroughly educated."

The percentage of illiteracy in the prisons of the old world is much higher. The best authorities on this subject give 95 to 98 per cent. of the criminals as deficient in the rudiments of an education.

The total number of criminals in the various prisons of the United States is given as 17,000. Of the 2047 homicides reported for 1869—70 there was only one homicide to 56,000 people if we exclude the states and territories under semi-military control or so new as to have no thoroughly organized governments. And yet the cost of criminal courts, police, prisons and kindred institutions, is far greater at present than the amount expended for education.

That education necessarily loosens the hold of mere prescribed rules of morality and religion is true in its negative and elemen-

tary aspect. There can be no transition from passive obedience to conscious self-determination except through denial. It is a passing phase, and only a passing phase. But again the state of passive obedience is only a pyramid resting on its apex, and is the most unstable of all rests. The state of conscious insight and conviction is the pyramid on its base, and the most stable of all rests. Passive obedience, mechanical unreason is utterly non-spiritual existence ; a mere windmill with prayers fastened to it, as in Persia, is its symbolic type.

When we look closely into the alleged increase of criminanty in our day, we find that it rests mainly on the delusive appearance occasioned by the repeating mirror of the press and telegraph. Never before in the history of the world were life and limb so safe as now from the attacks of crime. Crime has indeed ascended from the lower and brutal order - above personal violence in a large measure—and has invaded the realms that belong to man's reflected or second nature. Instead of the violent deed which comes back through the State in sure and swift recoil upon the criminal, we have more and more "*intelligent rascality*," but we must not forget that in the measure of its intelligence, rascality becomes innocuous. Were it perfectly rational, it were no crime. Its circles are much larger than those of brute violence, and the suffering it inflicts on humanity far less ; neither does it stand in the way of the possibilities of the individual to such an extent as brute violence.

Where all are educated, and directive power exists on every hand, it finds its employment chiefly in building up the wealth of the community. The directive power required every day to manage the large banks of this country, to direct the great railroads, or the manufactories and corporations of various kinds, is infinitely more than that required to direct our government. The management of the Pacific railroad is as great an affair as the government of a small kingdom. Thus self-directive intelligence makes for itself avenues for employment. Nothing is lost. Directive power finds it easier to secure a competence by industry than by intrigue and rascality.

The discipline of our Public Schools, wherein punctuality and regularity are enforced and the pupils are continually taught to suppress mere *self-will* and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious and studious habits are the highest qualities we can form in

our children. Accordingly it is with pride that we print from year to year the following record of regularity and punctuality.

PUPILS NEITHER ABSENT NOR TARDY.

NORMAL SCHOOL.

Elizabeth M. Dale.

For two years.

Ella D. Shade,

Mary A. Myles,

Anna J. Kelley,

Lucy Kitchen.

HIGH SCHOOL.

For four years.

Nannie Giles,

Robert Luedeking.

For three years.

Wm. M. Harlow,

George Brooke, Adam Fuhrman.

For two years.

Maggie Holland,

Sarah Batchelor,

Mary Waterman,

Gustave Stein.

Grace Lathrop,

Fanny Flad,

Fred. Wm. Picker,

For one year.

Evelyn Bissell,

Ellen E. Burgess,

Michael F. Healy,

Henry C. Dudley,

Grace Gilfillan,

Mary R. Graham,

Walter H. Trask,

Wm. Bohl,

Laura Johnston,

Emma Hastings,

John Rueckert,

Louis Hammerstein,

Mary Smith,

Kate H. Haus,

Samuel A. Barrow,

Henry W. Priesmeyer,

Mary E. Hill,

Caroline Hicks,

Emanuel D. Block,

Fred. H. Sachleben,

Lizzie Jecko,

Pauline Koch,

Thomas B. Gettys,

Benj. Schnurrmacher,

Dora C. Campbell,

Hattie L. Irwin,

Henry K. Ivers,

Elenoious Smith,

Cora B. Forbes,

Florence Manly,

Harry E. Knox,

Alex. J. Thomson,

Rosalie Lafranchi,

Anne K. Richardson,

Gustave Krug,

David J. Breck,

Mattie E. Webster,

Margaret E. Tiernon,

Josiah Merrill,

Louis Chas. Dickman,

Emma Amson,

Arthur Amson,

Chas. A. Schüreman,

William Schroth,

Elizabeth I. Givans,

Cyrus E. Clark,

Benj. Taussig,

Emma M. Shaberg.

Alice E. Brown,

FIRST BRANCH HIGH SCHOOL.

For three years.

Silesia Elstermann,

Ella Rosenbaum,

Jennie F. Weigel.

For two years.

Lenora H. Flack,

Martha Molqueaux,

Helena Waugh,

Theodore H. Tamm,

Emma Janssen.

For one year.

Lizzie H. Bittmann,

James A. Felps,

Eugene Mac Beth,

Louis Schreiber,

Sallie M. De Camp,

Henry A. Hodgen,

Frederick Richland,

Henry M. Smith,

Lizzie Keller,

Herman A. Luking.

BENTON SCHOOL.

For one year.

Julius Bullard,

Geo. Pierot,

Albert Quate,

Westley Johnston.

BLOW SCHOOL.

For one year.

Sarah Nimmo, Maggie Fitzgerald, Elenora Dewey.

CARROLL SCHOOL.

For two years.

Sophia Krage,	Fritz Raum,	Henry Boggs,	August Karl,
Anna Bogg,	Julia Shebeck,	Edward Dammon,	Frank Kochnt,
Lina Bruner,	Kate Skillman,	Francis Fung,	Otto Schleyer,
Adela Fasso,	Mary Smith,	Chas. Grundels	Joseph Werner.
Jane Fairly,	Augusta Stowener,	Henry Hatmaker,	
Kate Roder,	Ella Watts,		

CHARLESS SCHOOL.

For three years.

Carolina Berghafon.

For two years.

Edward Schumacher.

For one year.

Mary Willmier,	Fritz Calloway,	Jacob Schuttenhelm,	Josephine Bessinger,
Lizzie Hammon,	Louis Kohmer,	George Gockle,	Fred. Kuenike,
Amelia Becker,	Ernst Schumacher,	Gust. Scherringhausen,	Chas. Keim,
Sarah Smith,	Annie Lambrecht,	Annie Haarstick,	Rosa Machmer.
Louis Scherringhausen,			

CHOUTEAU SCHOOL.

For two years.

Henry Blenn.

For one year.

Wilhelm Young,	Alvina Spangler,	Ida Woerner,	Ellis Mercer,
Chas. Hammerschmidt,	Alvina Ohme,	Lena Pugge,	Lizzie Benda,
Julia Spangler,	Amelia Ohme,	Emma Meissinger,	

CLAY SCHOOL.

For two years.

Herman Henger,	Frank Schaub,	Carl Stein,	Ella Rosenbaum,
Marcellus Ketcham,	Edwin Smith,	Silesia Elstermann,	Mina Stein.

For one year.

Frank Anderson,	John Obert,	Emma Dryer,	Katie Kern,
George Hartung,	Oscar Raeder,	Jennie Earley,	Cecelia Menkena,
Willie Helmer,	Robert Willie,	Matilda Gochenbach,	Mary Schreiner.
Sylvester Joll,			

CLINTON SCHOOL.

For one year.

Katie Balmer,	Collie Baker,	Charles Geissler,	Mary Cameron,
Emil Sonnewald,	Otto Heikelman,	Matthew Gilbert,	Arthur Hartman,
Valeria Fassold,	Annie Miller,	John Brewer,	Matilda Thorn,
William Ritchie,	Annie Pfeiffer,		

DISTRICT SCHOOLS.

COMPTON SCHOOL.

For one year.

Frances Griesbach,	Caroline Rodolph,	Otto Rodolph,	Paulina Schroeder.
Henry Griesbach,			

DODIER SCHOOL.

For one year.

John Von Kamer,	Minnie Archer,	Fannie Archer,	Imogene Winkleman.
Henry Hoggemeyer,			

DOUGLAS SCHOOL.

For one year.

Rosa Banister,	Ella Moore,	Edward Buschman,	William Dale,
Ida McKee,	Carrie Haworth,	Louis Trinkhouse,	Edward Vossler,
Rebecca Lewis,	Henry Dale,	Gerry Tenbroek,	Harry Henry.

EADS SCHOOL.

For four years.

Edward Nixon.

For one year.

Ada Butts,	Charles Gray,	Ada Jacquemin,	Julius Suss,
John Butts,	Charles Grossman,	Louis Langsdorf,	Herman Stiefel,
Leon Gruel,	Joseph Hawkins,	Edward Miller,	William Wilson.

ELIOT SCHOOL.

For four years.

Kate Ewald.

For three years.

Sarah Willmore.

For two years.

Sallie Christopher,	Annie Black,	Bertha Kuentzel,	Lizzie Von der Au.
Alice Sanderson,			

For one year.

Mary Brown,	Mary Fairchild,	Ella Porter,	Louisa Klien,
Ida Dix,	Anna Ewald,	Delia Wilson,	Hattie Hewett,
Amelia Rotteck,	Hattie Easterly,	Helen Cox,	Ida Trevor,
Fanny Mattox,	Maggie Smith,	Hattie Cozzens,	Celia Caffal.
Anna Kennedy,			

EVERETT SCHOOL.

For two years.

Sarah Quigley.

For one year.

Mary Eastwood,	Lizzie Frank,	Louis Harburger,	Nellie Bates,
Mollie Quigley,	Lizzie Connors,	Morgan Shaw,	John Shiner,
Livy Day,	Sarah Archshoeffer,	John Day,	Rudolph Miller.

FRANKLIN SCHOOL.

For one year.

Wm. Margenaw,	Louis Shum,	Timothy Bowles,	Jennie Missildine,
Frank Meyer,	Edward Schomber,	George Gerbing,	Emma Rust,
Charles Pritchard,	Emil Smith,	John Dechmendy,	Julia Steinberger,
James Shaw,	Robert Foster,	John Reily,	Emma Rhody,
Frank Bohle,	Wm. Hagermann,	Alfred Mathews,	Rosa Rhuland,
Harry Leedon,	Fred. Houston,	Marsia Foley,	Maud Colse.
Willie Veitch,	James Ryan,	Sophie Hughes,	

GAMBLE SCHOOL.

For two years.

Emil Speth.

For one year.

Mary Murphy,
 William Meyer,
 Dora Gerring,
 Geo. W. Cook,
 Frank Brudner,

Edward Grader,
 Lena C. Glaser,
 Robert Stein,
 Louis Bohn,
 Robert Fechinger,

Herman Sauter,
 Frank Wilser,
 Julia Ehler,
 Henry Goetz,

Joseph Wolff,
 Edward Bilharts,
 Augusta Heidsick,
 Emil Sigwart.

GRAVOIS SCHOOL.

For two years.

Hugo Bamberger.

For one year.

Louis Bamberger,

Wm. Sievers.

HAMILTON SCHOOL.

For one year.

John Mecham,

Mary Fogerty.

HUMBOLDT SCHOOL.

For one year.

Louisa Von Fintel,
 Elenora Bange,

Lena Schuh,
 Lizzie Dietz.

Joseph Bengar,

Fred. Bath,

JACKSON SCHOOL.

For one year.

Emma Drechsmidt,

Hattie Cox,

Frederick Tieben.

JEFFERSON SCHOOL.

For two years.

Theodore Banker.

For one year.

Martha Bisson,
 Lizzie Bode,
 Henry Vorhauer,

Havelock Worthen,
 Augusta Mueller,
 Lillie Mechlin

August Bode,
 Annie Engelbright,
 Belle Zibell,

Ada Lee,

JEFFERSON BRANCH SCHOOL.

For one year.

Lizzie Frank,
 Jacob Eckert.

Angusta Hermann,
 Wm. Hasselmeyer.

Franklin Jungling,

Harry Klie,

LACLEDE SCHOOL.

For one year.

Emma Helgenberg,
 Clementine Lafranchi,
 Augusta Mehl,
 Carrie Wislizenus,

Mary Shepardson,
 George Octers,
 Cornelia Hollo,
 Fred. Belzer,

Henry Ettmann,
 Samuel Ettmann,
 Julius Stein,
 Robert Stein,

Wm. Meyer,
 John Britz,
 John Ulbrecht,
 Lulu Basholdt.

DISTRICT SCHOOLS.

LAFAYETTE SCHOOL.

For two years.

Alma Brockstedt, Louis Giesheimer.

For one year.

Anna Blattner,	Emil Hartman,	Louis Ringling,	Henry Vanfunkle,
Eva Diehl,	Louis Henkle,	Caroline Schaetzel,	Henry White,
Frank Faust,	Fred. Parsons,	Lizzie Schuh,	Tillie Widman,
Emma Fink,	Julia Ringling,	Lillie Schuman.	

LINCOLN SCHOOL.

For three years.

George Barron.

For two years.

Lizzie Herndon,	Emma Buschmann,	Kate Monrotos,	James Dumphry,
John Oats.			

For one year.

Agnes Givens,	Lillie Schwebel,	Babbie Cousland	Ella Wiley,
Hannah Wiley,	Anna Ernst,	Sherman Waterman,	Emma Kraft,
Theo. Harris,	Lizzie Schwebel,	Clara Kraft,	Armand Monrotos,
Louisa Buschmann,	Gustave Siebke,	Louisa Healy,	George Siebert,
Edwin Loker,	Fred. Myer,	Fred. Schwobel,	Fred. Kleiver
Charles Kraft,	Henry Siebke,	Laura Cleary,	Sarah Coleman,
John Young,	Mary Yelter,	George Theoboldt,	Robert Myer.

MADISON SCHOOL.

For two years.

Emma Kadatz.

For one year.

Annie Riley,	Louisa Mack,	Moritz Ellers,	Bertha Bechestobill,
Maggie Rothenbucher,	August Keiser,	John Stockmeyer.	

O'FALLON SCHOOL.

For three years.

Fred. Schillinger.

For one year.

Lena Vavig,	Mina Niedemeyer,	Robert McConnell,	Wm. Stewart,
Annie Belchmeyer,	Mary E. Wrightson,	Willie Vorderlage,	Enos Lefferty,
Lillie Meising,	Johanna Boessa,	Willie Graham,	Frank Allen,
Christine Niedemeyer,	Edward Hauk,	Henry Hagar.	

PENROSE SCHOOL.

For two years.

Joseph Bradshaw.

For one year.

Victor Dillman,	Willie Davis,	Fred. Thiermeyer,	August Niermeyer,
August Reimer,	John Herman.		

PESTALOZZI SCHOOL.

For one year.

Maggie Leicht, Lewis Liebman.	Lucy Pierce, Theodore Beck,	John Zimmer, Conrad Schultz.	Charles Beck,
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STODDARD SCHOOL.

For four years.

Mary Spelbrink	Helen Durkee,	Lulu Ringen,	Wm. Gettys.
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For three years.

John Fisher	Nannie Gorman, Katie Spelbrink,	Katie Kimball, Nella Thompson	Theresa Lindensmith,
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For two years.

Nellie Fox, Willie Chapman,	Josie Swan, Nellie Maxen, Mary Blackmar, Maggie Fitzgerald, Chas. Gibson, Ralph Buck, Lewis Seely,	Lucille Rutherford, Hiram Pryor, Maggie Beck, Chas. Bierman, Sallie Bell, Carrie Plant, Emma Talbott.	Julia Little, Rolla Bartholow, Emma Patterson, Milton Moore, Florence Legg, Bettie Grainger, Ida Ringen, Amelia Cupples, Rose Lancaster, Chas. Budd, Eddie Colcord, Willie Hodgman,
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WASHINGTON SCHOOL.

For three years.

Maggie Jones.
Henrietta Walsendorf.

For two years.

Alice Nash, Albertine Lambert,	Laura Enzinger, Herman Sandman,	Adolph Buschhaup, Fred. Morgena,	Herman Sutter, Frederic Hellman.
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WEBSTER SCHOOL.

For two years.

Nattie Dryden,	Chas. Sprague.
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For one year.

Walter Dryden, John Kempin, Samuel Levy, Alice Walls, Arthur W. Clarke,	August H. Kirchner, Henry M. Levy, Harry Noel, Richard Winkleman, William Rosenthal.	Frank Bohl, Albert Card, George Rapp, Lizzie Grassmuck,	Annie Sanford, Pauline Lumbrik, Annie Hoffman, Mary Schulte,
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NEW WEBSTER.

For one year.

Carrie Goll, Mary Johnstone, Lansing G. Morrill, Anna Teutoberg, Emma Whitman.	William Schnelle, Andrew Case, Fred. Donnerberg, Laura Keehne,	Fred. Kuhn, Jennie Morrill, Carlie Rapp, Josephine Bauer,	Amelia Link, Henry Krunzebine, William Redemeyer, Amelia English,
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COLORED SCHOOLS.

For the past year there have been in operation six colored schools. The school in Carondelet, formerly located in the extreme north of that place, was closed for a portion of a year and then re-opened in a stone building at the extreme south, hitherto used as the primary school for white children.

During the summer of 1871 the Board purchased and fitted up a house on the corner of 12th and Webster streets, in order to furnish better accommodations for School No. 2, which has been located since its first establishment in the basement of a church, corner of 10th and Chambers streets. A convenient, well adapted building with four rooms and a good yard now renders the accommodations of this school not inferior to any in the city.

The transfer of School No. 1 from its old quarters on Cedar street—first to the vacated rooms of the Blow Primary and then to the building used for the Madison school, has very much improved its condition. The deficient yard-room, deficient light and ventilation, have been remedied and as there are eight rooms in the present building the school may grow to twice its present size without suffering any inconvenience.

The accommodations for the colored schools are now on the whole quite equal to those of the white schools. The running expenses for the past year foot up at \$18,611.41 against \$11,787.80 for the year previous.

The entire amount invested by the Board in this department is as follows:

No. 1, leased—value of improvements	\$ 4,000
No. 2, ground, houses and furniture	15,000
No. 3, " " " "	29,296
No. 4, " " " "	15,267
No. 5, rented " " "	500
No. 6, lot and building	9,000
Total.....	\$73,063

Further statistics in detail may be found in the tables—Appendix, pp. lxxviii to xev.

O'FALLON POLYTECHNIC INSTITUTE.

The Institute proper under this name holds its session for five months commencing on the second Monday in October. The other evening schools hold a session of four months, beginning at the same time. The exercises in these schools commence at 7 o'clock and close at 9 o'clock P. M. on Monday, Tuesday, Thursday and Friday of each week. The relation between the other evening schools and the Institute is defined in the 5th Rule of the Board for the government of the Schools, as follows:

"RULE 5. The O'Fallon Polytechnic Institute shall include, first, an elementary course in the ordinary branches: Reading, Writing, Spelling, Arithmetic and Geography, conducted in such schools as the Board shall establish from year to year for the benefit of such of the industrial population of the city as have no facilities for availing themselves of the day schools; secondly, a higher course, including the following studies: Line Drawing, Higher Arithmetic, Algebra, Geometry, Chemistry, Natural Philosophy, English Grammar, and such other branches of technological instruction as may be required by a sufficient number of pupils to form a class."

The attendance on the Institute has increased from year to year:

In 1868-69, total enrolled.....	110,	average attendance.....	64
" 1869-70 "	144,	"	67
" 1870-71 "	166,	"	97

Each pupil received a certificate of membership in the Public School Library, entitling him to three months use of it for regular and punctual attendance during sixteen consecutive evenings. Some pupils merited and received five of these certificates, as may be seen by the following list:

Names of Pupils in the O'Fallon Polytechnic Institute who received Library Certificates, 1870—71.

Henry Alewell 4,
August Ambs 1,
H. R. Assmann 2,

Franklin P. Jones 5,
Samuel Kauffman 2,
S. M. Kauffman 2,

Jacob Anstedt 2,
C. B. Bibb 1,
Charles Bilharz 4,
Louis Brocksmith 1,
Edward Buechel 4,
D. Q. Charles 1,
J. L. Charles 1,
Jno. Corcoran 1,
Edward Dassler 3,
Andrew Dellit 5,
Richard B. Dement 4,
Thos. P. Dement 2,
T. P. Duffy 1,
Rudolph Eicke 3,
Fred. J. Fath 2,
Adolph Feiler 2,
C. W. Ferguson 3,
Daniel Fitzgerald 1,
David Fitzgerald 1,
D. Fitzgerald 1,
Gustav Frey 4,
Clinton Freyschlag 3,
Ed. Freyschlag 2,
Alfred Gaudell 2,
Alfred Gausell 1,
S. W. George 1,
Chas. Gesell 2,
Chas. Gietner 2,
Eugene Godron 4,
Arthur Goebel 3,
J. O. Goldsmith 2,
Henry Graf 1,
Frank Graham 5,
Fred. Hammer 1,
Jno. P. Herrmann 5,
Frank Hillebrand 3,
Wm. Hogan 1,
Alfred Howe 3,
Martin Huber 3,
Samuel Humphrey 1,

P. F. Keleher 2,
II. Kittenbach 2,
John Kittenbach 2,
Ernest E. Koken 4,
Wm. Koken 1,
Chas. Krewett 1,
Oscar Lauprecht 3,
H. Marx 2,
G. A. Mersinger 1,
J. J. Mersman 1,
Hermann Meyer 1,
Wm. Meyer 3,
Lewis Myers 1,
Geo. R. Moore 2,
Wm. Mueller 4,
B. F. Murphy 1,
Robert Osterhorn 3,
W. H. Peck 2,
Albert L. Pierce 1,
F. A. Prange 1,
F. H. Prange 1,
E. J. Raith 1,
Theo. Reichenbach 4,
Conrad Roeder 3,
Frank Roeder 3,
J. J. Schallert 3,
Theo. Schrobach 1,
Adolph Schmidt 5,
Chas. Sheehy 4,
J. Silverstone 3,
Ernest Staum 1,
E. Staum 1,
F. Jos. Steinbach 1,
Walter Stevenson 4,
J. Stockton 4,
P. J. Toomey 2,
J. Fred. Weber 3,
Geo. Wenzlich 1,
Wm. Wilke 3,
J. M. Wilson 1:

Total number of certificates issued, 177.

The great activity in founding industrial schools in the various countries of Europe was noticed in our last report. While we look upon our system of evening schools as actually accomplishing great good in our city, we must not forget that the day schools are the legitimate type of the school as a republican institution. It is our democratic idea that all shall be educated for the highest possibilities.

That productive industry is the instrument of Democracy, there can be no doubt. Wherever machinery saves human hands from drudgery, it elevates and frees the laborer. The democratic idea of civilization sends forward as its advance guard the legions of productive industry, and covers its flanks with the all-powerful engines of intercommunication—the railroad, the steamship, the telegraph.

But if the ruling classes of society are impelled by a desire to continue in power, to furnish to the people education of an industrial kind only, they certainly mistake the means of realizing their purposes. It is not by such means, that the monarchical idea can be preserved and defended much longer. Man will not submit to be educated simply as a director of machines and instrumentalities of industry. He soon aspires to direct himself and be self-governed. To be sure there is a long step from the mere hand laborer, the one who turns a crank or carries a hod, the galley slave who works chained to his oar—there is a long step from the mere physical laborer to the director of a machine: to the engineer, the overseer of a loom, or the manager of a telegraph; the former is all hands; his own brain even is a mere hand governed by the brain of another who directs him. But when directive power develops so far as to direct and govern machine labor, nay, even when it is so far cultured as to reach the principles of natural science and be capable of applying these in mechanic inventions, even then it is not at its summit of realization. It will stop at nothing short of the spiritual culture that makes it alike directive and governing in the sphere of mind, the realm of social, moral and intellectual existence.

If the monarchies of Europe think to put off the people with mere polytechnic and industrial education they will find that they have fostered a directive power that will grope for and find the helm of state, and then attempt to direct the administration of government. The mistake will then become visible. For the people must have a universal education, fitting them for the high-

est as well as the lowest. Human instruments, whether mere hod carriers or locomotive engineers, will not stay contentedly as *instruments*; they aspire to transcend their hard limits, be they ever so near or never so far off. The higher already, the greater the aspiration. Blind aspiration, from which enlightenment is carefully shut out, leads to July revolutions and reigns of terror.

Not only mechanical directive power shall be taught in the people's schools, but also spiritual directive power. The snobbery that patronizingly talks of the education of the lower "*clahsses*," does not know that the industrial civilization it affects to admire is an instrument that only Democracy can wield so leave out the humanities from that education is to leave out the culture that can guide its course, and communism and socialism and abstract theories will find their way quickly into the heads of the laboring classes. No merely prescriptive education on the part of the church or the school can prevent the people's mind from being infected with crazy political and social theories, destructive to all sound growth. Not merely natural philosophy, chemistry, mathematics and biology must be studied, but likewise the science of society and the State, of art, religion and philosophy, in all their phases. The great educators of the race—Homer, Dante, Shakespeare and Goethe, Plato, Aristotle, Leibnitz and Newton—these must be made accessible to the *people*. Each child must be waited on by the institutions of man and invited to see the spectacle spread out before him from the lofty summit of human civilization; his human brothers that have added a cubit to the world's stature by their heroic labors, must be pointed out to him; the methods and results of the attainment of their ends must be revealed to him; noblest aspiration and earnest, self-sacrificing endeavor must be imparted to him as the means of achieving his individual destiny. The whole world of the past and present is made, by education, the auxiliary of each man, woman and child.

In the industrial census of St. Louis, taken by the United States Marshal in 1870, 150 special branches of manufacture and mechanic art are named. The aggregate capital invested was \$46,063,435.

Total number of hands employed:

Males above 16 years of age.....	25,238
Females " 15 "	2,254
Children and youth	2,192
Total.....	29,684

Total amount of wages paid during year..... \$ 17,865,390

Value of raw material used..... 57,550,002

Value of production..... 104,399,130

In table II of the accompanying statistics one may see which of the 150 arts and trades are represented in our evening schools.

T A B L E I.

Ages of Pupils in Evening Schools, 1870—71.

Number	12 years old.....	Institute,												No. 1.	No. 2	No. 3	No. 4	Total
		Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Jefferson.	Lafayette.	Madison.	Webster						
" 13 "	..	21	1	16	36	10	7	39	34	72	22	19	..	16	4	1	292	
" 14 "	6	21	4	38	9	18	28	48	46	86	15	44	5	5	4	3	380	
" 15 "	12	53	5	54	26	18	33	57	51	101	40	54	3	8	13	2	528	
" 16 "	22	43	2	43	25	30	35	48	36	81	37	46	7	6	9	3	474	
" 17 "	32	42	6	38	17	11	15	43	19	74	24	29	5	16	15	6	392	
" 18 "	19	23	8	19	6	41	19	13	25	50	16	22	9	10	12	7	270	
" 19 "	31	15	5	17	4	16	14	18	17	43	9	17	8	11	15	7	247	
" 20 "	15	12	5	8	5	6	4	8	10	16	7	15	6	13	13	6	149	
" 21 "	5	3	3	7	3	6	4	2	13	8	5	5	8	7	6	2	87	
" 22 "	8	3 ..	8	1	4	1	1	2	8	9	4	4	18	5	37	3	115	
" 23 "	2	1 ..	4	1	5	3	1	17	6	3	3	1	5	16	3	3	84	
" 24 and over.....	12	9	3	15	5	14	10	3	31	50	3	9	53	54	206	41	523	
Total.....	166	248	40	270	139	151	176	283	330	603	185	270	142	157	368	87	3615.	
Average Age 17 years.																		

T A B L E II.

Occupation of Pupils in Evening Schools, 1870—71.

MALES.

Apprentices	115	Errand-boys.....	145	Office-boys.....	38
Barbers	10	Engravers	6	Painters.....	101
Barkeepers	16	Factory-boys.....	124	Photographers ..	3
Bakers	22	Foundry-boys ..	15	Plasterers	11
Blacksmiths	37	Finishers	2	Plumbers.....	18
Basketmakers	11	Glass factory ...	22	Printers.....	41
Boxmakers	5	German Schools.	30	Porters.....	50

O'FALLON POLYTECHNIC INSTITUTE.

Bricklayers	21	Grocers	7	Saddlers	47
Brushmakers	13	Gasfitters	2	Shoemakers	39
Butchers	33	Hucksters	3	Store-boys	57
Bookbinders	15	Harnessmakers	6	Tailors	21
Cabinetmakers	43	Ironworkers	16	Teamsters	127
Carpenters	195	Jewelers	5	Tanners	63
Carriagemakers	19	Laborers	270	Tobaccoists	31
Candymakers	2	Masons	15	Trunkmakers	5
Cash-boys	31	Machinists	67	Waiters	22
Cigarmakers	91	Manufacturers	43	Whiteners	5
Clerks	225	Millers	9	Miscellaneous	256
Coppersmiths	5	Mechanics	107	No occupation	129
Dentists	—	Moulders	25		
Druggists	18	News-carriers	13	Total Males	2908
Engineers	4				

FEMALES.

House girls	222	Milliners	11	Saleswomen	6
Dressmakers	90	Nurses	25	Miscellaneous	165
Laundresses	111	Seamstresses	76		
Total Females					797

Total 3615

TABLE III.

Birthplaces of Pupils in Evening Schools 1870-71.

Institute,	Benton,	Blow,	Carr,	Carr Lane,	Chouteau,	Clay,	Everett,	Jefferson,	Lafayette,	Madison,	Webster,	No. 1,	No. 2,	No. 3,	No. 4,	Total,	
St. Louis	74	102	16	139	73	69	96	165	162	334	93	161	33	10	58	11	1576
Missouri (outside St. Louis)	12	8	6	4	6	5	9	1	6	9	5	9	23	55	157	34	354
New England States	4	4	—	—	4	1	—	—	—	—	2	2	—	—	—	—	25
Middle States	15	19	2	23	8	7	6	24	33	18	5	8	—	—	—	1	169
Southern States	4	23	1	—	7	5	6	3	6	3	6	3	2	16	55	87	214
Tennessee and Arkansas	2	—	—	—	2	1	—	—	—	—	1	1	23	14	34	12	92
Kentucky	2	2	2	2	2	—	—	3	..	7	1	..	18	5	49	7	100
Ohio	7	5	1	11	2	3	3	—	—	9	5	2	2	—	—	—	51
Michigan and Indiana	2	7	—	5	..	1	—	1	..	1	..	..	..	..	..	..	20
Illinois	8	8	—	6	6	7	4	17	11	18	16	7	..	1	3	1	113
Wisconsin and Minnesota	3	—	—	1	—	1	—	4	2	2	1	1	..	1	..	..	16
Iowa	6	—	—	2	1	1	1	8	1	5	1	6	..	..	..	..	32
Other Western States & T's	2	1	..	—	2	1	1	17	1	..	2	..	..	..	..	..	27
British America .....	..	1	7	..	3	1	4	5	4	4	1	..	..	..	..	..	31
Great Britain	6	13	4	6	9	4	13	—	—	1	2	5	..	..	..	..	60
Ireland	8	10	1	4	6	13	3	11	13	6	1	3	..	..	..	..	80
German States	13	12	3	45	7	20	43	3	69	159	24	53	..	1	..	..	452
Other European States	1	25	6	2	2	4	3	1	7	15	5	1	..	..	..	..	75
Unknown	6	2	..	2	15	..	..	4	..	8	2)	3	24	12	..	..	96
Total	166	248	40	270	189	151	176	233	330	603	185	270	142	157	368	87	3615

TABLE IV.

Attendance of Pupils in Evening Schools 1870-71.

	Institute.	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	Total.
Attended 80 nights	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
" 72-80	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17
" 64-72	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17
" 64 .....	..	11	..	16	..	4	..	31	18	20	3	16	10	4	26	2	161
" 60-64	11	32	..	32	..	13	29	50	35	55	41	28	22	7	43	10	411
" 50-60	41	39	..	20	..	18	14	44	42	48	14	31	13	65	46	19	434
" 40-50	23	32	12	31	21	12	35	43	31	42	22	24	28	40	56	13	465
" 30-40	17	52	8	33	30	21	28	30	45	63	25	41	16	13	48	4	477
" 20-30	16	39	1	25	23	10	18	27	48	68	15	49	25	18	43	12	437
" 10-20	24	22	7	53	39	25	30	28	56	120	29	43	22	10	66	16	590
" less than 10	24	21	12	50	26	48	22	30	55	187	30	38	6	..	40	11	600
Total number of pupils ..	(166)	248	40	270	139	151	176	283	330	603	185	270	142	157	368	87	3615
Average number enrolled....	166	230	40	254	134	151	166	270	316	570	178	252	131	157	315	85	3400
Average number belonging ..	97	129	23	152	102	74	106	195	195	280	133	161	69	78	211	50	2055
Average nightly attendance ..	84	109	20	137	86	64	94	166	176	242	118	142	62	58	167	48	1773
Per cent. of attendance	87	84	87	90	84	86	85	89	86	88	89	88	90	74	79	96	86
Av. No. pupils to each teacher	24	32	23	38	25	37	34	49	33	31	33	40	25	26	35	25	33
Total No. of teachers.....	4	4	1	4	4	2	4	4	6	9	4	4	2	3	6	2	63

TABLE V.

Showing Expenses in detail.

EVENING SCHOOLS.	Teachers' salaries,	Supplies,	Fuel and Light,	Janitors' salaries,	Grand Total,
O'Fallon Polytechnic Institute ..	\$1,046 55	\$ 8 00	\$154 75	\$80 00	\$1,230 30
Benton	558 40	17 60	123 65	60 00	764 65
Blow	180 29	6 40	3 80	30 00	220 40
Carr	590 00	45 40	121 31	40 00	796 71
Carr Lane	461 45	21 23	129 11	60 00	671 81
Chouteau	323 20	9 55	50 00	40 00	425 75
Clay	459 85	14 45	54 73	65 00	593 53
Everett	593 25	65 75	77 04	65 00	801 01
Jefferson	852 10	49 55	138 45	55 00	1,095 10
Lafayette	1,106 55	14 95	202 96	65 00	1,389 46
Madison	586 50	10 70	33 39	60 00	690 50
Webster	586 50	17 45	94 06	60 00	758 01
No. 1.....	352 55	6 63	17 10	25 00	401 30
No. 2.....	409 63	.....	23 50	20 00	453 15
No. 3.....	745 10	10 60	173 89	40 00	969 59
No. 4.....	296 05	1 30	104 39	25 00	423 65
Total.....	\$9,150 40	\$299 60	\$1,506 95	\$740 00	\$11,696 95

Bricklayers	24	Grocers	7	Saddlers.....	47
Brushmakers ...	19	Gasfitters.....	2	Shoemakers....	30
Butchers	30	Hucksters	8	Store-boys.....	57
Bookbinders ...	15	Harnessmakers .	6	Tailors	21
Cabinetmakers... 43		Ironworkers	16	Teamsters	127
Carpenters	105	Jewelers	5	Tinners	65
Carriagemakers .	19	Laborers	270	Tobaccoconists....	81
Candymakers ...	8	Masons.....	16	Trunkmakers ...	5
Cash-boys	31	Machinists.....	67	Waiters	22
Cigarmakers ...	91	Manufacturers ..	43	Whiteners	5
Clerks.....	225	Millers	9	Miscellaneous ..	266
Coppersmiths ...	5	Mechanics	107	No occupation ..	129
Dentists		Moulders	25		
Druggists.....	18	News-carriers... 13		Total Males..	2908
Engineers	4				

FEMALES.

House girls	222	Milliners	11	Saleswomen ...	6
Dressmakers....	90	Nurses	25	Miscellaneous...	165
Laundresses	111	Seamstresses....	76		
Total Females					707

Total..... 3615

TABLE III.

Birthplaces of Pupils in Evening Schools 1870-71.

	Institute,	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	Total.
St. Louis	74	102	16	139	73	69	96	165	162	334	93	161	43	10	38	11	1576
Missouri (outside St. Louis)...	12	8	6	4	6	5	9	1	6	9	5	9	28	55	157	34	354
New England States	4	4	4	4	1	1	1	1	1	1	2	2	1	1	1	1	25
Middle States	15	19	2	23	8	7	6	24	33	18	5	8	1	1	1	1	169
Southern States	4	20	1	7	3	6	3	6	3	6	3	2	16	55	87	21	246
Tennessee and Arkansas	2	2	2	2	1	1	1	2	1	1	1	1	23	14	34	12	92
Kentucky	2	2	2	2	2	2	2	3	3	7	1	1	18	5	49	7	100
Ohio.....	2	11	2	3	3	3	9	1	5	2	2	3	1	1	1	1	51
Michigan and Indiana.....	2	7	5	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Illinois	8	6	6	6	7	4	17	17	18	16	7	1	1	3	1	1	113
Wisconsin and Minnesota	3	1	1	1	1	1	4	2	2	1	1	1	1	1	1	1	16
Iowa	6	2	1	1	1	1	1	8	1	3	1	6	1	1	1	1	32
Other Western States & Ty's..	2	1	1	1	1	1	1	1	17	1	1	2	1	1	1	1	27
British America	1	1	7	1	3	1	4	5	4	4	4	1	1	1	1	1	31
Great Britain	6	13	4	6	9	1	13	1	1	2	5	1	1	1	1	1	60
Ireland	8	10	1	4	6	13	3	11	14	6	1	3	1	1	1	1	80
German States.....	13	12	3	45	7	20	43	3	69	59	24	53	1	1	1	1	452
Other European States	1	25	6	2	4	3	1	7	15	5	1	1	1	1	1	1	75
Unknown	6	2	2	15	1	1	4	1	8	20	3	24	12	12	12	12	96
Total	166	248	40	270	139	151	176	233	330	603	185	270	142	157	368	87	3615

TABLE IV.

Attendance of Pupils in Evening Schools 1870-71.

	Institute.	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	Total.
Attended 80 nights	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
" 72-80	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17
" 64-72	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17
" 64	11	..	16	..	4	..	31	18	20	3	16	10	4	26	2	161	
" 60-64	11	32	..	32	..	13	29	50	35	55	41	28	22	7	43	10	411
" 50-60	11	39	..	30	..	18	14	44	42	45	14	31	13	65	46	19	434
" 40-50	23	32	12	31	21	12	35	43	31	42	23	24	29	40	56	13	465
" 30-40	17	52	8	33	30	21	28	30	45	63	23	41	16	13	43	4	477
" 21-30	16	39	1	25	23	10	18	27	48	68	15	49	25	18	43	12	437
" 10-20	24	22	7	53	39	25	30	28	56	120	29	43	22	10	66	16	590
" less than 10	24	21	12	50	26	48	22	30	55	187	30	38	6	..	40	11	600
Total number of pupils ..	166	248	40	270	139	151	176	283	330	608	185	270	142	157	368	87	3615
Average number enrolled....	166	230	40	254	134	151	166	270	316	570	178	252	131	157	315	85	3400
Average number belonging ..	97	129	23	152	102	74	106	195	195	280	133	161	69	78	211	50	2055
Average nightly attendance ..	84	109	20	137	86	64	94	166	176	242	118	142	62	58	167	48	1773
Per cent. of attendance	87	84	87	90	84	36	85	85	90	86	89	88	90	74	79	96	86
Av. No. pupils to each teacher	24	32	28	38	25	37	34	49	33	31	33	40	25	26	35	25	33
Total No. of teachers.....	4	4	1	4	4	2	4	4	6	9	4	4	2	3	6	2	63

TABLE V.

Showing Expenses in detail.

EVENING SCHOOLS.	Teachers' salaries.	Supplies.	Fuel and Light.	Janitors' salaries.	Grand Total.
O'Fallon Polytechnic Institute..	\$1,046 55	\$ 8 00	\$154 75	\$30 00	\$1,239 30
Benton	558 40	17 60	123 65	60 00	764 65
Blow	180 20	6 40	3 80	30 00	220 40
Carr	590 00	45 40	121 31	40 00	798 71
Carr Lane	461 45	21 23	129 11	60 00	671 61
Chouteau	328 20	9 55	50 00	40 00	425 75
Clay	459 35	14 45	54 73	65 00	593 53
Everett	593 25	65 75	77 04	65 00	801 04
Jefferson	852 10	49 55	138 45	55 00	1,095 10
Lafayette	1,106 55	14 85	202 96	65 00	1,389 46
Madison	588 30	10 70	33 30	60 00	690 50
Webster	588 50	17 45	94 06	60 00	758 01
No. 1	352 55	6 65	17 10	25 00	401 39
No. 2	409 65	..	23 50	20 00	453 15
No. 3	745 10	10 60	173 89	40 00	969 59
No. 4	296 05	1 30	104 39	25 00	428 65
Total.....	\$9,150 40	\$299 60	\$1,506 95	\$740 00	\$11,696 95

THE EVENING SCHOOLS.

TABLE VI.
Comparative Statistics.

YEARS.	No. of schools.	No. of teachers.	NO. OF PUPILS ENROLLED.			Av. No. belonging.	Av. No. attending.	P. C. of attendance.	Av. No. belonging to each teacher.	Entire cost of Even'g schools.	Av. cost per pupil.	Average age.
			Boys.	Girls.	Total.							
1859—60	5	14	777	84	861	536	460	85	39	\$ 2,041 00	3 80	15
1860—61	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	15
1862—63	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863—64	5	18	869	152	1021	514	431	79	28	2,220 00	3 57	16
1864—65	6	23	1177	294	1471	781	683	86	31	3,610 00	4 62	15
1865—66	8	32	1372	300	1672	861	751	86	25	5,450 00	6 56	15½
1866—67	8	30	1364	189	1553	887	773	87	28	5,530 00	6 20	16
1867—68	12	43	1936	195	2134	1191	1075	90	28	7,621 00	6 40	17
1868—69	12	46	2324	204	2528	1402	1259	90	30	8,713 25	6 21	17
1869—70	11	42	2253	211	2464	1247	1081	87	30	8,450 96	6 77	16
1870—71	16	63	2908	707	3615	2055	1773	86	33	11,696 95	5 69	17

It is gratifying to know that so many of the youth whose school training has been shortened by premature withdrawal from the day schools, still keep up their connection with the system by means of the Evening Schools. The arrangement by which each pupil, who attended at least 60 evenings out of the 64 punctually, should receive a certificate entitling him to a year's membership in the Library, resulted in the award of 440 certificates at the close of the year as follows :

LIST OF THOSE RECEIVING LIBRARY CERTIFICATES.

BENTON SCHOOL.

Wm. Alexander,	William Barthel,	Peter Breen,	Mary McCarthy,
Sherman Butts,	Henry Cornet,	Louis Dunham,	John Keena,
Richard Carrew,	Lawrence Mackey,	Joseph Moller,	Richard Phauntz,
Henry Hartmann,	Benjamin Myres,	Kate Hill,	Rudolph Phauntz,
Edward Mordorf,	J. H. Morris,	Annie McKabe,	Thomas Malona,
Theodore Mordorf,	Albert Niehaus,	Thomas Malona,	William McClusky,
Edward O'Brien,	Gustave Northem,	Maggie Bagley,	Frank Gallagher,
Edward O'Toole,	Henry Dinkleman,	Maggie Halpin,	John Ferguson,
William Oves,	Charles Obear,	Rosa Hesey,	James Harris,
Maggie Hynes,	Noria O'Connell,	Liddie Carson,	Jos. Hornback,
Charles Hettell,	John Thiele,	Caroline Fopiana,	Charles Houston,
James Harris,	Herman Ruppelt,	Joanna Foley,	Gerald Smith,
August Schroder.			

ST. LOUIS PUBLIC SCHOOLS.

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BLOW SCHOOL.

Thomas Connor,	Joseph Cramer,	John Robbins.
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CARR SCHOOL.

Mary Tuohy,	Norah Burke,	John Gibbons,	Maggie Thies,
William Koelkebeck,	Henry Rode,	Bernard Bryan,	Sophia Goedecke,
John Trinkhouse,	Henry Hahn,	Isaac Haas,	Mary Fay,
Edward Murphy,	Hermann Bles,	John Hogan,	Henry Maher,
George Hastedt,	Gustave Wendt,	Charles Haerlen,	Adolph Duncker,
Henry Meere,	Hermann Schmidt,	Samuel Fay,	Albert Henn,
Charles Land,	Ernst Assmann,	Benjamin Fay,	Paul Petshke,
John Goessmann,	Moritz Adelberg,	August Barstean,	Charles Mahler,
William Knox,	Frederick Brader,	August Meers,	John Curley,
John Blake,	John Hager,	Herman Elbrecht,	Christoph Heidenreich,
Edmund Himritz,	Louis Zoellner,	William Duell,	Lizzie Hymen,
Charles Thomas,	Louis Stork,	Frank Pfleger,	Carrie Humpfelder,
Henry Himritz,	Henry Heideman,	Rosa Lang.	

CARR LANE SCHOOL.

Franklin Schum,	Robert Witty,	Andrew Hertzog,	William Kolley,
John Horlamus,	Ulysees Studler,	John McWilliams,	William Keane,
Herman Rascher,	Louis Mennighaus,	Philip Herwig,	George Boston,
Louis Wolter,	John Bieker,	Clarence Cross,	Frank Hempel,
Bernard Sweeney,	William Brinckman.		

CHOUTEAU SCHOOL.

Henry Jaeger,	Henriette Roemer,	Samuel Hampley,	William Henry Fox,
Louis Freimuth,	James Joseph Cotter,	John Oliver Heim,	James Tredinnick,
John Walter,	Otto Feigonspan,	James Joseph Meylor,	Charles Kay,
Lucian Wood,	Henry Banks,	Thomas W. Murray,	William M. Ryan,
Barney J. Wortmann,	Herbert Aug. Meagher,	Fred. Wm. Maschmedt,	Richard Kelley,
Frederic Fox,	Patrick Jos. Meagher,	George Henry Thiele.	

CLAY SCHOOL.

Frank Ashbach,	Eliza Deton,	Dietrich Gers,	Fred. Luke,
Henry Brummel,	Addie Deton,	John Steeg,	Henry Luke,
Frank Linhoff,	Charles Yaeger,	Frank Miller,	John Meinert,
Barney Lamkemeyer,	John Tettenhaus,	Charles Crowley,	Harmon Filling,
Herman Brummel,	Conrad Budke,	Charles Williams,	John Kamper,
Frank Mentrup,	Julius Bradley,	James Sheeraan,	Conrad Ahrens,
Fred. Fischer,	Edgar Raeder,	Patrick O'Connor,	Michael Gaeng,
John Buch,	John Swab,	Adolph Retermund,	William Knop.

EVERETT SCHOOL.

William Adams,	John Farrell,	Edward Schroeder,	John Healy,
Daniel Byrne,	Richard Fuert,	Michael Whalenn,	Thomas Burke,
John Coleman,	Julia Gilmore,	Mathew Donahue,	Francis Brill,
William Cadwaladæe,	Louis Holtgrew,	John Hublach,	William O'Mara,
Frederick Cull,	Amelia Luedinghaus,	Patrick Cain,	John Miller,
Hugh Corcoran,	Annie Lee,	John Castello,	Eddie McKenna,
Mary Donahue,	Francis McCarty,	Louis Tische,	Edward Hard,
George Weber,	Mary McDermot,	Mary Gavin,	Charles Pommer,
Theodore Frank,	Carrie Muller,	Lizzie Nixon,	Thomas O'Mara,
Thomas Floyd,	Johanna Mochler,	James Antrim,	Henry Miller,
Robert Franklin,	Cora Moody,	Maggie M. Grunds,	John Dugan,
Mary Higgins,	John Owens,	C McDonald,	Orville Button,

James Gibson,	Mary Salmon,	I. McCormick,	Henry Harvey,
William Lingo,	Mary Sturrock,	William Sheben,	Christian Wagner,
D. L. Liberer,	Henry Schweer,	Edward Morris,	Teresa Lockwood,
Albert Marshutz,	George Steinigen,	M. Kinlough,	Mary A. Keating,
John McLean,	Frank Watts,	Ellen Crow,	Ellen Burd,
Kate McDonald,	Edward Welsh,	Richard Holloran,	Addie Smith,
John Miller,	Thomas Walsh,	Martin Welsh,	Jennie McCosh,
James Maloney,	Michael Kelly,	John Spellman,	Kate Loftus,
Florence Ottmar,	Richard McNeil,	John McGowan,	Elizabeth Harmon,
Henry Schurman,	Edward Jerold,	John Griffin,	Lizzie Smith,
Louis Steinmeyer,	Henry Underwriter,	Henry Luedringhaus,	John Kean,
Henry Steinmeyer,	David Hurbuyer,	David Kane,	Thomas Sullivan,
Fred. Usher,	Frank Brown,	Edward Gardener,	John D. Quinlan,
Peter Weigman,	Leo Marks,	James Tirnan,	Lorenzo Low,
David Weigman,	Michael Hubert,	Henry Rembert,	James Nummy,
William Watts,	John Griffen,	Bridget Welsh,	John Peepenbrook,
George Westenholm,	Annie Archshoeffer,	Bridget Garvey,	Eisig Archshoeffer,
Walter Smith,	Charles Baugh,	Nellie Follis,	Thomas Leonard,
Thomas Keating,	George Carpenter,	Maggie Follis,	Patrick McCabe,
Mary Brady,	Michael Cahill,	Clara Wilson,	Frederick Tacke,
Edward Brady,	Leo Cadwaladec,	Pauline Wise,	J. B. Heffernan,
Mary Clifford,	Christina Henning,	Mary Huber,	A. Devrereau,
Katie Connelly,	John George,	Lizzie Hoffmann,	David Huston,
Mary E. Dugan,	James McCosh,	Mary Quigly,	Louise Harberger,
John Donahoe.	John McGee,	Jennie Smith,	Mary A. Bird.

JEFFERSON SCHOOL.

Henry Bloemer,	Isadore Simon,	John O'Neill,	Edward Wulfmeyer,
Louis Bode,	Henry Moeller,	William Bergmann,	William Haefeli,
Patrick W. Collins,	Theodore Tickenbroek,	George Hake,	H. Bokamper,
Edward Steahl,	Christopher Ratican,	Hugh Bingham,	Edward Driemeyer,
Thomas Finnerty,	Frank Pilcher,	John Wilson,	Herman Pils,
Louis Meyers,	Louis Hassemer,	Possley Dolle,	John Ochterbeck,
William H. Jones,	Fred. Kohrs,	Fred. Schafer,	David Michael,
David Steahl,	John Ratican,	Henry Berger,	Henry Pfeiffer,
Caroline L. Herold,	John Schott,	Caspar Miller,	Louis Steinberg,
Margaret Gannon,	August Schafering,	Wilhelm Bokelman,	James Stoneham,
Henry Hashagen,	William Gannon,	Julius Groschke,	Charles Teckenbrock,
George Sporleder,	William Bultmann,	Joseph Rieger,	George Weiss,
John McCale,	Julius Diehl,	John A. Meyer,	John Seiling,
Richard Conley,	Henry Froebel,	Anton Pickel,	James Brown,
Timothy Burke,	William Hoffmeister,	Gustave Wulfmeyer,	James Pringle,
Frederick Nelson.			

HUMBOLDT SCHOOL.

Timothy Daley,	George Braun,	Julius Jurengel,	Fred. Müller,
Henry Müller,	John Kittenbach,	John Bolla,	John P. Holla,
Charles Severin,	George Monk,	Heiman Lochner,	Frank Morlock,
Theodore Bangs,	Charles Hofman,	Edward Scherer,	Henry Engelke,
William Harvey,	Michael Mitzer,	Frank Jung,	Elise Neumeister,
Herman Bangs,	Ferdinand Smith,	James Harvey,	Delia Parvano,
Henry Beckerle.			

LAFAYETTE SCHOOL.

John Jordan,	Henry Schatzel,	Joseph Hall,	William Federer,
R. Glaessner,	Henry Wagner,	Oliver Heisel,	Charles Hermann,
F. Wansong,	Frank Klorer,	George Gunche,	F. G. Landmann,
H. Keller,	John Fausek,	L. Wassinuss,	Phillip Weicker,

Henry Heilmaun,	Anton Fausek,	Emman'l Stankowsky,
E. Hassfurther,	Henry Warm,	Anton Hug,
G. Severin,	James Dunsford,	Sophia Schmall,
W. Pape,	Ernest Idand,	Eliza Schramm,
H. Kreutzer,	Valentine Mutz,	Mathias Schramm,
A. Schrobach,	Fred. Steller,	John Weiss,
G. Durbin,	Henry Haas,	Barney Kroeger,
H. Hiemens,	Henry Becker,	Fred. Stamm,
F. Krenning,	William Eacha,	Joseph Emmenneger,
E. Keuchler,	John Hughes,	Charles Knoblauch,
G. Feuerbacher,	Charles Hartung,	John Schlueter,
Henry Belcher,	Hermann Kolb,	Minnie Gehring,
Dietrich Dirks,	William Miller,	Rosa Gutfreund,
Borna Fiedeler,	Valentine Futh,	Mary Kroeger,
Matthew Kroeger,	Wm. Bakula,	Dina Nemetz,
Charles Keller,	Frank Bertram,	Lena Gokans,
		Mary Jorio,
		Hermann Koblitz,
		Edward Roth.

MADISON SCHOOL.

Charles Rich,	Emma Shelley,	Christ. Lutz,	Bridget Nugent,
Henry Guyot,	Henry Hill,	Wm. Kotteman,	Joseph Kimme,
Gustave Boehlan,	Henry Hendricker,	Wm. Zaruba,	Loney Rindenspacher,
Henry Noce,	John Deihold,	John Stumpf,	Edward Finnagan,
Louis Katwasser,	Louis Mueller,	Robert Necker,	Theodore Wilkes,
George Zimmerman,	Fred. Mingis,	Charles Zaruba,	Christopher Kelley,
Frank Miller,	Robert Koloff,	Bernard Bruggeman,	August Likely,
William Rose,	John Holcer,	Paul Meyor,	Henry Mack,
Herman Brockmeyer,	Charles Dreibus,	Charles Huber,	Mary Hansen,
Edward Hahn,	Robert Runker,	Henry Reinhardt,	Fred. Goldkamp,
Mollie Carroll,	Rudolph Frey,	Jacob Baumann,	Herman Schister,
Alice McFern,	Jacob Necker,	Richard Curran,	Albert Hofferschmidt.

WEBSTER SCHOOL.

Benjamin Ehinger,	Edward Krampe,	Geo. Remington,	Fred. Hoffman,
George Roeben,	Stephen Smith,	Fritz Rehling,	Charles Kutscher,
Herman Meier,	Paul Frank,	Henry Pleitner,	Wm. Klubocker,
Henry Hammer,	Wm. Brocker,	Henry Obermoellor,	John Sammers,
F. W. Forthman,	Rosa Hulsman,	N. Osterman,	Patrick Barton,
Robert Allois,	Mary Osterman,	Wm. Krausch,	John Roeben,
August Nattebroek,	Louisa Osterman,	John Knickmeyer,	Paul Richter,
E. K. Kleinschmidt,	Mary Remington,	Henry Kreutz,	Henry Clauising,
Edward McTaggart,	August Heinbrock,	George Frey,	Thos. Donahue,
Charles Cox,	Louis Heinbrock,	Wm. Schulte,	Henry Kramer,
Charles Michel,	Wm. Jasper,	Herman Schulte,	Henry Shulter,
Henry Gocke,	Henry Kulckmeyer,	Wm. Cox,	Edward Spickerman,
Harvey Hadley,	J. H. Maschmeyer,	Chas. Morgan,	Henry Smith,
Frank Hilliar,	L. Kuhlman,	Theo. Becké,	Robert Marlow,
Theo. Geuther,	H. Leubrock,	Henry Saegers,	Mattie Burgess,
Frank Kaufman,	Fred. Barth,	Chas. Krehmeyer,	Jane Bellaney,
Henry Hostmeyer,	Ed. Rehage,	Fred. Koring.	

SCHOOL No. 1.

Louisa Patterson,	Harriet Ferguson,	Louisa Renfroe,	John Renfroe,
Mathilda Andrews,	Susan Hampton,	George Ralph,*	Robert Rogers,
Mary Banister,	Cyrinda Buckner,	Levi Moore,	Stephen Williams.

SCHOOL No. 2.

George Cole,	Thomas Gentry,	Louisa Holiday,	Betty Speen,
Noah Smith,	Andrew Wade.	Maggie Brooks,	Elizabeth Watkins,
Edward Taylor,	Thomas Twine,	Maria Potter,	Annie Robinson,
John Ferris,	Sidney Thomas,	Lucy Robinson,	William Davis,
Frank Jones,	Rosetta Johnson,	Melinda Parker,	Langom Black,
Benjamin Bostick,	Angeline Levingston.		

SCHOOL No. 3.

Mary Lewis,	Betty Martin,	Benj. Rice,	Mary Parker,
Julia Walker,	Geo. Edwards,	Frank Johnson,	Mary J. Watson,
Lena Boduke,	Richard Parker,	Jas. Oakman,	Roy Blockman,
Lucy Dent,	Squire Thomas,	Anderson Davis,	Sidney Darby,
Ada Lucker,	Washington Ashley,	Ellis Miller,	Adeline Pope,
Catharine Childs,	Geo. Washington,	Alex Riley,	Wm. Payne,
Lucy Davis,	Hannah Wilber,	Emanuel Bethel,	Emma Parker,
Henry Lewis,	Geo. Moore,	Candice Robinson,	Hannah Buckman,
Chas. Baskin,	Martha Medley,	Anna Curtis,	Mollie Harris,
Laura Cheatam,	Martha Owensby,	Henry Johnson,	Susie Gibson.

SCHOOL No. 4.

Sallie Smith,	Lizzie Jefferson,	Wesley Jefferson,	Frank Pitts,
William Cozzins.			

GERMAN-ENGLISH INSTRUCTION.

In former reports I have discussed at length the scope and significance of the Study of German in the District Schools. The positions there advanced in favor of introducing the study of the German language into all schools where any considerable number of the population speak that language, have received strongest confirmation from the adoption, in numerous cities throughout the country, of arrangements permitting children of German parents to receive regular instruction in German as in the other branches.

It is important that this matter be not misunderstood. It is no political concession made merely to conciliate a threatening majority. In Connecticut, New York, Ohio, Illinois, Wisconsin, Kentucky, and Missouri, German-English instruction has been adopted in a large number of schools, solely for the purpose of extending and popularizing public school education. It is the all-important duty of the directors of public schools to see that every class in the community finds its wants supplied therein. The children of the rich and the children of the poor, those of native Americans and those of naturalized foreigners, should all meet in the same schools. In this way the differences of birth will constantly vanish, and a homogeneous people result.

In the accompanying report of Mr. Soldan, the practical results of German instruction in our schools are so well discussed in the light of correct educational principles, that I have nothing to add on this score.

REPORT OF THE ASSISTANT SUPERINTENDENT.

Wm. T. HARRIS, *Superintendent of Public Schools.*

SIR:— Being called by the Board of Public Schools to the office of Assistant Superintendent in the fall of 1870, it became my duty to assist, under your direction, in the general management and superintendence of the Public Schools of this city. While thus employed, I have tried to gather as much information about them, as time and my limited abilities would permit. A large and, in many respects, original school system, like that of

St. Louis, is a study in itself; it is especially interesting and well worthy of thought and reflection to him who sees in all things, not an unaccountable, undefinable, ever-changing surface, wrought by bizarre chance, but the result of a growth, nourished, formed, and limited by its surroundings in time and space. Every school system appears to him linked to the whole history of the past and the national life of the present. He will look at its features not as on things created by capricious chance, but as the well matured work of silent time and ever-ruling necessity. He is conscious that it is one of those beings, that will by far outlive his little individuality. An educational system is to him the temple, into which each generation enter for a moment, laying silently upon the altar their highest thought and their noblest purpose, and stepping out fade away into darkness, making room for the next generation to bring in their gifts in reverence, and then to depart forever. Considering a system of education in this light, all its features seem worthy of respect, even those in whose places time has produced better things and which therefore we are about reforming.

The flourishing state of a city's or a country's commerce and industrial enterprise is not the only means of judging her future; a better measure to ascertain the prospects of a coming time is the state of the educational system. While commerce and enterprise show what is, the educational system gives assurance of what will be. By her influence upon the schools a nation has power to determine her own destinies. All the work in America first was pioneer work, passing over with lightning-speed into lasting, commanding creations. From log-hut villages arose palatial cities. While it seemed as if all existing power and vigor must be exhausted by the creating and spreading of new and rough casts, there was still time and strength enough left to improve what had been built to provide for the want of the moment.

Thus while our educational systems grow more rapidly than ever, and the necessity for providing new accommodations never rests, nevertheless we work patiently on the internal improvement of our schools also. With the increase of national wealth, a spirit of learning and investigation has sprung up. The national thought has arisen with all the energy and momentum which the character of America puts into each of her actions. It vents itself in a variety of questions: "To what studies shall

public instruction be limited?" "Has the state a right to educate?" "How far shall the education of the state extend?" "Has the state a right to provide for higher institutions of learning?" "Is a national, centralized system of education adapted to our institutions?" These are some of the multitude of questions that are being solved, or are solved already. Amidst all this our school system is silently growing, in a way that gives the same certainty of stability which we find expressed in the numbers of the statistical tables. In some of them—for instance, the tables showing the several professions sending children to the schools—the ratio has remained the same for years. We feel assurance that whatever we build will outlast us when built well, and the thought of assisting in a work that will live when we are gone, reconciles the teacher, to some extent, with the toil and hardships inseparable from his profession.

GERMAN DEPARTMENT.

STATISTICS—INCREASE.

The study of German in our schools is becoming more and more popular; for which thanks are due to the joint efforts of teachers and principals to make instruction therein more thorough and efficient. The ratio of increase in this department surpasses even that of the rapid growth of our whole school system. While the total number of pupils enrolled in the schools rose from 24,347 in the previous year, to 27,636 in 1870—71, showing an increase of 14 per cent.; the enrolled number of pupils studying German rose from 7894 to 10,847 in the corresponding years, exhibiting an increase of 37 per cent. The fact that the selection of German as a study is altogether dependent on the will of pupils and parents, that they may participate in German instruction or not, just as they desire—that it is an entirely optional study, renders this increase the more significant. While in 1869—70, about 68 per cent. of the 10,600 pupils of German descent studied German, we have this year 79 per cent. of the 11,719 enrolled. Nor is the interest manifested in it confined to German-Americans: large classes composed entirely of children of Anglo-American and of Irish descent took up the study, in the course of the year, as soon as the legislation of the Board gave them permission. The total number of children of Anglo-American descent studying German has more than doubled since the preceding year, showing an increase of over 120 per cent.

GERMAN IN THE FIRST GRADE.

This increase is, to some extent, due to the introduction of German into the first grade of the district schools, effected by rule of the Board passed Dec. 13, 1870. "Applicants for admission to the High School shall be allowed to substitute German for Geography in the list of studies for admission; and the questions for examination submitted to such applicants shall be made out on the Orthography and Etymology of the German language, with especial reference to the system of inflections. And all the pupils of the Junior class who have been admitted on the German examination, shall have three lessons per week in Latin, and two lessons per week in German throughout the year."

Under the former arrangement, the study was generally dispensed with when the pupil entered the first grade, and consequently even those whose aim it was to get a full knowledge of the German in addition to the other studies, were obliged thereby to give it up for at least one year, until they entered the High School. Every body knows that the process of forgetting is by far an easier one than that of acquiring. In the study of language, one year's inactivity may cancel the hard work of years past. Being *materially* prevented from continuing German through the first grade, the pupil saw himself compelled to inactivity in this direction for a year, during which he would forget whatever knowledge he had acquired in this language, and see gradually wasted and fading away the result of earnest efforts and valuable years of his life-time, spent in a study which perhaps he had learned to love, on which he had built plans for his future calling, and which now was taken away from him, much against his inclination. To remedy this evil, and to give full scope to the zeal and talent of the pupils, the Board adopted the above rule, establishing thereby a connection between the High and District Schools also in this study. Parents desiring their children to have the benefit of a thorough knowledge of two languages, are offered a course of instruction long enough, and, I dare say, in the appreciation of the corps of teachers at present employed by the Board, efficient enough to satisfy.

NEW COURSE OF STUDY.

External growth kept pace with internal improvement. The new course of study adopted during the year 1870—71 concen-

trated the efforts of the teachers in one direction, making the Readers more and more the central point of instruction. General uniformity in the course being thus gained, teachers finding, as it were, a ready paved road to walk on, knew exactly what they were expected to do, and began comparing the result of their work, which stimulated competition to gain the highest possible efficiency. Unity of design is indispensable where forty or fifty different teachers in different schools are expected to achieve similar ends, and to be judged of in their work by the same standard. Unity of design is indispensable to make the general examination prescribed by the Board possible. Unity of design is necessary to maintain the proper grading of the schools, which enables us to transfer pupils, after having gone through the primary schools, to first class schools, where they must find a grade exactly corresponding to the grade in the former school in order not to be retarded in their progress. To avoid confusion, a common course of instruction must be uniformly and strictly followed, and great care must be taken in working out a plan that will allow of following it. It cannot be the requirement of such a plan that it "reads well", that it enumerates an imposing number and variety of subjects to be taught; it must, on the contrary, modestly confine itself to the limited sphere of things, which we are sure can be well taught in the time allotted, and arrange them in a rational method. Great care was therefore taken to elaborate a course of study in conformity with these views. After frequent consultations with the teachers of German, I drew up a plan which I circulated in writing through the schools, in order to obtain the valuable suggestions and hints of the teachers; subsequently the plan was adopted. It has now been in operation for about a year, and, I trust I may venture to say, has proved a success. After thus fully maturing a plan of this kind, care must be taken that it is strictly adhered to. The increasing number of the schools, and their great distance from each other, requires also in this study, besides the supervision of the Superintendents, the care of principals and supervising principals, which, I rejoice in saying, has been willingly given. All seem to think that the reputation of our school system demands that each study shall be taught well, and that, from the moment German was introduced into the public schools, it became the common duty of all principals and all teachers to use their best efforts to produce results in this study worthy of

the good name of our system. I have received many valuable suggestions in reference to this study from the principals, manifesting their desire to make instruction in German efficient, and giving testimony of the harmony at present prevailing between all departments of our schools.

EXTENSION OF THE STUDY OF GERMAN — DIFFERENT PLANS IN
TEACHING.

Until the scholastic year 1871—72, Anglo-American children had been excluded from the study of German in the lower grades, while pupils of German descent were allowed to commence it at any time. At a principals' meeting in the early part of the year, a resolution was passed to remove these restrictions, to which proposition the Board assented, so that now any pupil is allowed to take up German at any time. The reasons for this change are to be found, if I am not mistaken, in the wish to avoid as much as possible, the running from one room to another for the German recitation, and to try to arrive at uniformity in the English and German grades, by enabling the pupils to commence the study at the same time, and to keep up with each other. It is very desirable to keep the pupils of each English grade in corresponding German grades, and to avoid the difficulty of having many German classes composed of pupils coming from two or more different rooms. Teachers have tried to remedy this defect; but until English and German studies recognize each other in promoting pupils to higher grades, I do not think that we shall overcome this difficulty entirely. The effect of this change was to increase considerably the number of Anglo-American children in the study of German, though efforts were made not to let the classes grow too much in the middle of the year which is always inconvenient, necessitating the admission of children who had not studied German before, to classes that had done at least one half-year's work, and thus upsetting the entire programme of each school. We may however expect with certainty a great increase in this direction at the beginning of the year 1872—73, when the question will come up whether a change of the method of instruction will not be expedient in reference to schools in which the majority of pupils studying German are of Anglo-American descent. There are two plans of teaching this language in American schools. The one is to consider it as a language entirely foreign to the children. From this point of

view, the pupils should pass through a course of instruction in translation—perhaps preceded or accompanied by instruction on objects. After the pupils are far enough advanced, reading and translating from the Readers is commenced, with which the study of grammar is connected.

The other plan is founded on the supposition that German is the mother-tongue of the student. After a preparatory course of instruction on objects, the pupil will learn to read by the phonetic method and read through a series of Readers, exercises in writing and grammar being connected with this. Exercises in speaking German form part of either plan. We have hitherto followed almost exclusively the second plan, inasmuch as the great majority of the pupils studying German—92 per cent., were children of German descent. During the year 1870—71, however, the number of Anglo-American children participating in German has increased from 504 to 1070, and the first quarters of 1871—72 showing a still greater increase, we may expect to see, in some districts of the city, many classes in German composed of Anglo-American children. It may be very possible that also in purely Anglo-American school districts, whole schools, with few exceptions, will select the study of German. In this case, the question will arise whether it may not be expedient to have classes of this kind taught according to the first plan.

GERMAN AS A STUDY IN THE DISTRICT SCHOOLS—OPTIONAL STUDIES.

It has always been urged in these reports, that instruction in German does not exclusively represent a special interest of one part of the community. It represents a general interest. It is in the interest of the community that children of all classes are educated in our schools, that the spirit of caste does not enter into education. It is therefore the common interest that our schools have those features and embody those studies which will make it as desirable for the German citizen to send his children to the Public schools as it is for English speaking parents. By introducing German into the schools, the Board has secured the result, that the future generation grows up as a unit, and imbibes the harmonious national spirit which pervades the public schools of the United States. Thus the instruction in German must not be considered as a distinct study which has nothing to do with the others, and is of less importance, but it must be looked at as one of the studies, and rank with the others,

differing from them only in its being optional. This was evidently the intention of the Board in not creating the office of a "German Superintendent", or "German Assistant Superintendent", but by giving the supervision over this department to the general Superintendent of the schools and his assistants. Viewing German in this light, as one of the studies, it must enter into the conditions and relations which all the studies in our school-course hold to each other. It must not be encroached upon by other studies, it must not encroach upon them. It must be so managed as to exercise a good influence upon the general culture of the pupils. Now, while I think that the good influence of instruction in German upon other studies, especially upon the study of English grammar, is evident and must be appreciated, there was still one minor point which required consideration. We do not attempt to give religious instruction in our schools, but we claim that we educate to moral habits, by accustoming our pupils to punctuality and regularity. A pupil must become accustomed to complete whatever work he has commenced—to show perseverance. There is no task, either in school or in life, which is free from difficulties. The pupil must never be allowed, cowardlike, to shrink back when he meets them, and still less be allowed to relinquish his undertaking on their account. The progress of ages, the civilization of our time, rests on this one species of action, the overcoming of difficulties. The pupil must, from his school-life, take along into the world the consciousness that all difficulties may be surmounted by thought, industry, and perseverance. It will make him persistent in his duties, and self-reliant. The great importance of these principles in the formation of the character is evident, and everything in our schools ought to tend to promote them. Until lately, pupils had been allowed to drop the study of German whenever they pleased. Use was extensively made of this permission. There were many instances of pupils dropping it on account of a lesson somewhat harder than usual, or in order to escape censure or correction, the same pupils sometimes enlisting again after a few weeks. The evil moral effect of this permission becoming apparent, the Board promptly met it by passing the following rule, December 12th, 1871, which has entirely remedied the evil: "Resolved that no pupil who takes an optional study in the District school course shall be allowed to discontinue the same during the same scholastic year, provided, however, that this rule does not apply to

cases wherein transfer renders it necessary." The teachers committee, in a report adopted by the Board, says: "We deem this rule eminently just and prudent as a precaution against capricious action on the part of pupils disposed to take up extra studies for the sake of novelty." Pupils now understand that they must not commence the study of German unless they want to continue it throughout the year. While this measure will perhaps tend to make the classes less crowded, it will make them more stable at the same time, and save a great deal of annoyance to teachers and pupils.

TEXT-BOOKS—EXAMINATIONS.

In German text-books and apparatus, only one change was made during the year. Instead of Schreiber's Pictures of Objects, those of Struebing were introduced, in which the objects are represented in their natural connection with other objects, in the form of landscapes and scenery. In outline and coloring, these pictures are real works of art, and will, outside of their value for lessons on objects, for which they are destined, also contribute greatly to cultivate the taste of the pupils and assist the lessons in drawing. The charts will be of equally good service in the Natural Science lessons. They are accompanied by a Guide containing the subject matter for the lessons, with many valuable suggestions and hints to the teachers, so that they will doubtless improve this study by allowing of a detailed plan, bringing also into these lessons beneficial unity.

The semi-annual examination gave satisfactory evidence of the progress of the pupils. Their results will continue to improve in proportion as the work in our schools adopts itself gradually to the general features laid down in the course of study. A general examination cannot be held unless it be on a general basis such as is given in our plan. The judicious teacher will follow it strictly, as it professes to give only the general directions, leaving her the greatest latitude in reference to all specialties and details. Endeavor has been made to make the examination less a test of the amount of knowledge in theoretical grammar, which the pupil may possess, but more in regard to his ability of reading, writing and understanding the German, and his command of it. There is no doubt about the value of theoretical knowledge of grammar for the scholar, but by far more important to the pupil is the ability to read, to write, and to speak the

language correctly, for which a theoretical knowledge of grammar as a system is not so indispensable. We may teach German grammar in our schools, but we must teach the pupil to read, write, and speak the language well. If examinations are given which test mostly the pupil's theoretical knowledge of grammar, we cannot wonder that teachers, eager to see their classes pass a "good examination", will concentrate their attention on this one part of the study, to the detriment of the more important practical parts, reading, writing and speaking.

NECESSITY OF CONCENTRATION.

The time allotted to the recitations in German is short, though not shorter than the time given to any other recitation, and if we propose to accomplish something we must make the best use of it. We must not lose ourselves by subdividing it again into little fragments, devoting one lesson to-day to reading, another to-morrow to grammar, and another to orthography, and so forth. Our pupils should rather know *much* than *many* things about German. We meet in this with the same problem that is found in the study of all sciences of our age, the problem of mastering the extensiveness of a vast field of knowledge. The unwary hand grasping at the whole, is too weak to seize and hold it. The whole can only be conquered by seizing the part and by mastering this entirely. For each part is linked to all, and all parts must follow the one which a powerful hand has grasped and is drawing towards itself; by mastering the particular, the universal will be arrived at. Extensiveness of Science can only be conquered by intensiveness of application. Concentration is necessary in the pursuits of life, and in the studies of the school. No good can come from dividing the time given for instruction in German among too many different branches of this study, or too many text-books. We must seek a central point for it, and I think we shall find it in the Readers. They furnish material for thought, memory and expression and for all exercises necessary in the study of language. By concentrating our work upon the Reader, and only by doing so, we are certain of gaining good results. Around reading as the central and main point, all other things must arrange themselves when there is room for them, and must be omitted when there is not. All other studies in German, translation and grammar, &c., must give precedence to reading. Grammar especially is only to be taught

in connection with it. Thus confining and limiting our work we become conscious of our ability to perform the task which we have proposed to ourselves, and begin it with assurance of success. Diesterweg used to say "It is in limitation that the master will evince himself."

GERMAN READING AND ITS IMPORTANCE — PUBLIC SCHOOL-LIBRARY.

A thorough course in reading, as I understand it, embodies more than is usually thought to be connected with it. The proper process of reading a piece I imagine to take place in about the following order: general outline of the piece to be read; reading of it; questions ascertaining whether the contents are well understood, whether the thread of the whole is before the pupil's mind, and whether inferences can be drawn from it; reciting of the general outline of the contents by the pupil, orthographical and grammatical exercises, including the sounding and spelling of words, short dictation exercises, &c. Of all these exercises, however, reading remains the principal thing. The pupil must be drilled sufficiently to master the mechanical difficulties as early as possible, and this should precede everything else. As long as these are not overcome to any extent, all other exercises are out of place. Teachers act wisely in throwing the full momentum of their energies on carrying the pupils soon beyond them. Only when the tension of the mind is no longer absorbed by the difficulties of recognizing a certain word in this or that combination of letters that is commonly called a word, the pupil's interest will be captivated by the contents of what he reads. Still it is most necessary for him to find an interest in reading, for then he becomes the teacher's ally in his own behalf. He will pursue the habit of reading, because it has become to him an agreeable task, free from difficulty, and his recreation hours at home spent therein for pleasure's sake will assist the work of the teacher powerfully. The pupil will unconsciously master grammatical forms, and fluent and beautiful expression. His sympathy will be enlisted in reading. Books will appear to him "sweet fonts of speech mellifluously flowing". It is a strange fact which is nevertheless universally true, that a taste for reading, once acquired, will never be lost. If our schools can call it forth, they have accomplished much. The pupil will become his own teacher after he leaves school, and will continue to read: he is on the road to self-improvement. A mind that is able to delight in a book, will

not easily be lured by idleness to the lower pleasures of life. It will be self-poised and will, after the day's toil and hardship, find recreation and pleasure in itself. If our pupils acquire a taste for reading German, the intellectual treasures of Germany, that great storehouse of thought and learning and investigation, will continue to enrich the mind of the nation. This taste, however, will hardly be acquired before the pupil has mastered the mechanical difficulties. The sooner, therefore, the teacher is able to lead him beyond them, the sooner his interest will be wakened. For this reason, all possible encouragement ought to be given to the home reading, and the scholars' attention ought to be directed frequently to the books in the Public School Library. The teacher's recommendation of a certain book is, in most cases, sufficient to have it read by more than one of the class. A teacher that supervises and directs the pupils in this way, will not only promote their interest, but also at the same time be able to advance her classes faster than others who do not use this means of education. In sketching out this plan, we must of course rely to a great extent on the Public School Library for procuring a sufficient stock of German juvenile books. A number of books of this kind were bought in 1870—71, to see whether there was demand enough to warrant the purchase of a collection. This trial resulted in the most unmistakable proof of the necessity of sufficient and speedy increase. The shelves in the Library containing these books are almost always empty, books are taken out as fast as they are brought back, and wander from hand to hand; teachers continue complaining that their pupils cannot get the books they desire. To elevate the work in the German department of our schools, and to assist teachers in their very arduous task, an addition to the library in this direction is very desirable. A dollar spent in books there, will save ten dollars of teaching in the schools.

WRITTEN WORK TO BE ASSIGNED AS A HOME-LESSON.

While the concentration of the work is bound to lead to good results, we must, on the other hand, make the very best use of the time which is given to this study. There are so many things to be taught in a time comparatively short, that we must carefully select the work for the recitations in the school. There is part of the work that must be done inside of the recitation, and another part that may be done outside of it, at home or in the

study-hours. To the latter belong most of the written exercises, especially in the middle and higher grades. Though I agree that it is very desirable to have them done during the recitations if there is time for it, the proposition is simply this, that there is not time enough for both the oral and the written exercises, and one must yield. The written exercises ought therefore to be assigned as home-lessons, to be corrected and supervised by the teacher. One more reason for their being given as home-lessons is, that every grade, beginning with the fifth, has, during school-hours, lessons in German penmanship besides the German recitation. The teacher should never assign any lesson to be done outside of the school-hours without being perfectly sure that the pupil can do it without any assistance. The amount of written work to be done at home ought to be very limited. The experienced teacher knows that the quantity of an exercise is less important than the quality of it. The effect of too long exercises in writing is, that the pupil will write them carelessly, and very likely spoil his hand by doing so. Give a small lesson at a time, but insist that it be written in the most careful and perfect manner. Whatever exercises are given to the pupils to be done at home, must be looked over most carefully by the teacher, and the mistakes marked. There can be no worse criticism on a teacher than that she is negligent in marking. A teacher failing in this respect will lower herself in the eyes of pupils and parents, and lose their confidence, every blank book in the class being a record of her inefficiency.

TIME OF RECITATIONS.

Though the time for instruction in German is short compared with the time devoted to it in some other cities, where one-half of the school-time is professedly given to it, still, it is not as short as I have seen it publicly stated. A mistake seems to prevail that but 15 to 20 minutes are devoted to it every day. The primary grade has on an average a daily Lesson on Objects, lasting 20 minutes. The primary grade in the Primer has 25 minutes. But, as a rule, there is no class in the last 5 years of the course (from the 5th to the 1st grade), that has not, on the average, 45 minutes every day for instruction in German reading, &c., and German penmanship. There are, however, rooms in the southern part of the city, where more than an hour daily is spent in German instruction. In our schools the practice

prevails that the pupils of a room are generally divided into two, rarely into three or four, classes. During the recitation of one class, lasting from 25 to 30 minutes in the higher grades, the other class is relieved from reciting, so that each spends only half of the time in actual recitation. This gives to each class, at the rate of 5 recitations a day, the average time of two hours and a half spent in actual recitation of English branches, while about forty-five minutes are given to the German.

With a study for which the time is limited, every minute lost or gained is of importance. In going from one room to another for recitation, some minutes were lost every day by variation of the clocks. However little was lost, it still amounted to something in the course of a year. The following plan was adopted to obviate this difficulty. By order of the Building Committee, a large gong-bell was placed in the second story of all large school-houses, which is sounded from the principals' room in proper intervals. The German classes are kept in readiness before the time in each room, and all are started simultaneously at the sound of the bell. By this, it rests in the hands of principals and teachers to reduce the loss of time to a minimum, and an opportunity is given to the teachers to compel punctual appearance at the recitations.

DIFFICULTIES OF GERMAN TEACHERS' WORK.

A great deal of moral power over the pupils must be exercised by the German teacher to make them do the lessons well. Leniency in this respect is entirely out of place. As long as the pupil belongs to the German class, he must do the work of it. The teacher must, if necessary, compel him to do it; if she accepts paltry excuses, her classes, failing to show good results, will be demoralized, and with *her* rests the responsibility. In securing good lessons, I feel warranted in saying, the German teacher will always be sustained by the principal of her school with all his authority, as every principal knows the great difficulties under which the German teacher performs her work. She has no room for herself, but generally gives instruction in all rooms, having to go therefore from floor to floor and from room to room several times during the day. The great number of pupils she is instructing, makes her work still more laborious and difficult, for she has to make herself acquainted with each of them in order to know how to treat him, and what to expect

from him individually. Her record-work extends over all the rooms of the school, and her programmes, referring to all grades, will often be as difficult to write out as the general programme for the English recitations in a whole school. The study of a foreign language always demands a great deal of written work on the part of her pupils, who are much more numerous than the pupils of a room. In most cases the teacher must correct these exercises outside of the school-hours.

As German is an optional study, pupils can only be retained by gaining their sympathies and good will. While thus all kindness must be used on the part of the teacher, she is nevertheless required to hold the pupils strictly to the work prescribed, and gain the expected result. No little amount of firmness and considerate perseverance is necessary to pursue this course. If a German teacher succeeds in keeping good discipline among her pupils, she has accomplished what is far from being easy, and what cannot be appreciated too highly under the circumstances. It certainly requires hard work and continual vigilance for the teacher of a room to succeed in keeping good order and discipline among her 60 pupils, though she is with them the whole day. This suggests the difficulty with which a teacher of German meets, who has some times hundreds of pupils under her charge, each of whom she sees only for thirty or forty-five minutes every day. The assistance of the teacher of the room is kindly given in all our schools, by keeping order among the pupils in their seats while the reciting class is in charge of the German teacher. Success in keeping discipline is essential to the latter, for she must not be continually obliged to waste her time by the protracted misbehaviour on the part of some pupils, which she does not understand how to correct. She must be able to subdue the bad spirit of a class speedily, so that she is able to concentrate her whole mind on her teaching. She must never forget that her qualities as a teacher will, to some extent, be judged of by the other teachers of the school from the discipline and the spirit of her classes.

WANT OF SUPPLY OF GERMAN TEACHERS.

These qualifications, in addition to the thorough knowledge of the two languages which is now required, occasion a continual demand for good teachers, which is only being slowly supplied, though there is always an abundant number of applicants on

the books of the Committee. Still the Board has succeeded in adding to the lists, in the course of the year, quite a number of good teachers. It has been the policy of the Board and the Teachers' Committee, not to have any teachers appointed who have not scholarship and talent, or professional experience enough to give satisfaction. When teachers of this class could not be obtained, it has been preferred not to make any appointment, but to have the place filled temporarily by substitutes until a proper person applied, or until the temporary teacher gave sufficient evidence of skill and enthusiasm in her work to warrant an appointment. I subjoin, in the latter part of the report, a list of examination questions for the position of German teacher in our schools, which will give some idea what applicants are expected to know. With the yearly increasing demand for good German teachers, it remains a matter to be regretted that we have not yet made the necessary arrangements to educate teachers of this kind in our own schools.

INSTRUCTION IN GENERAL.

Progress in all science and art seems uniformly bound to follow the process of passing through the stages of thesis, antithesis and synthesis, each of which, while negating the others, is essential to progress. Yesterday's view is negated by just the opposite theory of to-day, while to-morrow it is seen that both are necessary views, correct as far as they go, being but different phases of the same thing. Two persons may dispute about the inscription on a medal, of which each thinks that he has the correct reading and the other has not; they may discover, in the end, that both were right, each having seen but one side of the medal, while overlooking the inscription which the other party had seen on the reverse. Education seems to pass through the same process; there is one extreme which "wants only facts," to it the acquirement of knowledge is the sole aim of the school, and the only question of importance is, "*What shall we study?*" There is another theory which cares little about the subject-matter of instruction: the mind should be exercised somewhat like the muscles of the arm; it matters not on what objects you exercise it, as the exercise alone is the important thing. This is what Rousseau favors: "Let the child create or destroy, no matter, it suffices that it changes the state of things. Every changing is an action." From this point of view the only

question deserving consideration is supposed to be, "*How shall we study?*" Out of these two stages a third one developed which, while recognizing both the previous views, yet holds out a higher aim to education: "Education must lead to culture." Culture cannot exist without knowledge or without mental training. What we call personal culture is just the presence of both, knowledge and reasoning power, in symmetrical combination. Both must unite in such a way that they balance each other in harmony. A clever ignoramus is just as low an ideal for education as an erudite dunce. Our schools must impart knowledge, but at the same time instruct by such a method that it arouses the mental faculties of the child, leading it to self-activity. While we instruct, it must never be forgotten that we must educate too. The subject-matter of instruction is not to be neglected for the method. A. W. Grube, the distinguished educator, calls a method which deals only with the mechanical acquirement of knowledge, "the bad objective method," because it looks only upon the objects to be taught, and not upon the effects of such teachings on the child. The other method, which does not care at all about the objects on which the child's mental power is exercised, and considers only the exercise itself of importance, in consequence of its influence upon the learning subject, the child, he calls "the subjective method." He says: "Though Pestalozzi freed us from the bad objective, or abstractly scientific method, in primary instruction, and led us over to the natural subjective, psychological method, it remains questionable whether we have not, with rather violent impetus, carried this standard too far to the other side, meeting with another danger there. Whether, in the eternal clamor for 'objectivity,' we have not gradually lost sight of the object, and, in place of the objective, gained a subjective formalism. — It is a matter of fact that we have run more or less into a one-sided subjective method. We do not mean to speak at all disparagingly of the real and manifold progress in the methodical digestion of the several studies, nor of the value of the achieved mastery in the science of methods, but for the best interests of the cause, the draw-backs must not be passed over in silence and, to speak plainly, with this mastery in method, the object, the matter of instruction, commonly fares worst. Let us go back a little on this road, that has led us rather beyond our aim, and let us, for once, seize the other side of this matter in such a way, that

not only the learning subject or the method of instruction, but also the object, the study itself, receives its due, and that by an equal consideration of both we may arrive at a concrete-objective method." While there is less danger with us of our neglecting the knowledge-side of a study in consequence of our looking only at the method, we must guard ourselves against forgetting that the question "How shall we teach?" is as important as the question "What shall we teach?" It is only by exerting the greatest care and continual vigilance over ourselves, that we succeed in imparting culture while we instruct. Only the ever-present consciousness that the highest aim in education is neither knowledge alone nor reasoning power alone, but the harmonious blending of both in general culture, will save the teacher from the temptation to consider the mechanical acquirement of knowledge the sole aim. There is such a temptation indeed, for it is far easier than anything else, and apparently more convenient, to confine instruction to the simple process of assigning lessons, and hearing the same. Scholars like it better too; they know exactly what they have to do; the mechanical process of learning by heart remains ever the same, and becomes less and less troublesome; they are sure that no puzzling questions outside of the text-book will turn up, which require reasoning as well as memory, and to which the answer, "It isn't in the lesson," is not considered satisfactory. Pupils like it better, because it is so much easier than the other method, as it requires only memory, while the other requires memory too, but also thought and reflection. The one is satisfied with the learning of the facts "as they are in the book;" the other wants the fact and the inference leading to its relations. Pupils like it better, because, in the school-room, as it is with men in general, there is an excess of memory over thinking-power—one reason more why the cultivation of the latter deserves special attention. The late peculiar advance of science in specialties and details, the overwhelming accumulation of facts, cannot fail to exercise its influence upon education, and it requires clearness and full conviction about the highest aim of education on the part of the teacher to prevent the fact from encroaching upon the legitimate province of thought in education. This is what makes the most elaborate schedule of a course of study, and the very best system of examinations, liable to produce more harm than good in other hands but those of the judicious teacher. By

the cramming process, scholars may become full of knowledge, without being any wiser than before, and, by dint of memory, pass an examination for a higher course of instruction without having the maturity and intellectual power requisite to do the work there. Still, we may guard against this by arranging examinations in such a way as to make them a test, not only of what the scholars know, but also of what they are able to do, and to show by them that we discountenance the exclusion of the relation by a mass of details. But with a schedule of a course of study it is different. It must in its nature define the average amount of knowledge to be acquired within a certain period. It is therefore always given under the supposition, that the teacher can be relied on to achieve the prescribed result in a legitimate way, by considering the material furnished by the course of study as one part of her work, to which she must add, out of her own experience and ability, the other just as important part, the proper method. No matter how industriously she works in the first direction, she will fail, if she does not achieve the second. She instructs, but does not educate. It is easier indeed to confine one's efforts to the first part and ignore the other. This is the reason why many beginners find teaching so easy; because they overlook one side of it entirely, which, as the experienced teacher knows, contains just the difficulty. This is, perhaps, also a reason why young teachers trained especially for their profession, sometimes meet apparently with more difficulty than other young teachers, who are without the benefit of such training. The former knows the more difficult part of her work from the very beginning, and is struggling to master it, before the other may have become aware of the existence of such a problem. The attempt to reach the set goal is more difficult than the drifting about on the varying wave of circumstance. Principle is less pleasant than expediency, but does not stand any lower for all that. A schedule of a course of study cannot prescribe more than the quantity of the work, while the quality of it remains entirely dependent on the teacher's efforts. Still, the quality is no less important. The pupil may be led over the whole ground up to page and paragraph prescribed, and may be able to recite every thing, and there may, nevertheless, be the greatest discrepancy between the work performed and what he is expected to do. Pupils must accomplish more than is prescribed in the course of study. A mere exter-

nal acquisition of knowledge is not promotive of intellectual activity and independence; internal assimilation of it alone is fertile. These principles must pervade the schools. Every lesson should cultivate memory and reason. That a boy recites a lesson well, must never be considered a proof that he knows it thoroughly. This the teacher can only ascertain by questions that will lead to the relations and that will draw out inferences, which connect and associate. I certainly do not wish to speak disparagingly about the value of the acquirement of knowledge. Knowledge is one of the highest ornaments of mankind, venerated and fostered by all times. I wished to show, however, that there is a kind of instruction by which "knowledge comes, but wisdom lingers," and that good instruction supposes also a good method. The demand of the school for knowledge, the exacting of so many details to be remembered, may be carried so far, that the time for assimilating the facts, for finding and establishing relation, may be curtailed, or swallowed up entirely. The details of any field of knowledge are indeed valuable, but there must be time left to the pupils, to work with these details and to think about them. The fact must not crowd out the thought from the school.

ARITHMETIC.

In arithmetic, I think, our schools have made good progress during the year, though it is one of the most difficult studies for the pupil, and a very trying one for the teacher. Not that we alone meet with this difficulty, not that it is confined to some cities or some climate, as has been stated sometimes—it seems to be the same everywhere. Mr. Joseph Gantner, principal of a High School in Feldkirch, Austria, in one of his last four annual reports, that treat about instruction in Arithmetic, says, on this subject: "Memorizing arithmetic assumes, very often, the form and appearance of intellectual arithmetic, and it is most difficult for the teacher to judge to what extent the pupil understands a subject. He may have absorbed long-winded deductions, difficult proofs, and so forth, and may give brilliant answers to the regular set of questions, without having any idea about relation, either mediate or immediate, and consequently without having any understanding of the subject whatever." There is no study in which it is so essential as in this, that every step be fully understood before you set out for the next. One pro-

cess is piled upon the other, and if there is deficiency in one, proficiency in the other will hardly compensate. Every part is linked to the rest, and presupposes them. The study of other branches may be commenced at different points of the science, and still lead to the same result. In the study of languages, or in Geography for instance, you may begin almost anywhere. In arithmetic, beginning and order is defined by the subject itself. As each succeeding problem is based on the former, the whole rests upon the elements of the science, making them the most important part. Any improvement there, however slight it may apparently be, benefits the whole course of instruction. In my former report, I spoke of A. W. Grube's method of primary instruction in arithmetic, as worthy of consideration and trial. It has now been in operation in a number of our schools for more than a year and has produced excellent results. The testimony of principals and teachers still further strengthens my conviction, that it is advisable to give the method a general trial. To facilitate this I give an outline of it, taken partly from "Grube's Guide for Primary Instruction in Arithmetic."

The long established method in arithmetic was to teach the first four processes of addition, subtraction, multiplication, division, in their regular order. An improvement on this method consisted in dividing the numbers on which the first four processes were taught, into classes, or so-called circles, and to teach the child first addition, &c., with the numbers of the first circle, i. e. from 1 to 10, then of the second circle, from 1 to 100, then of the third, from 1 to 1,000—and so forth. Grube went beyond this principle of dividing into classes. Within the limits of the small numbers he took up each of them, commencing with 1, and taught the child all there is to know about it, before he passed over to another number. Treating, for instance, the number 2, he made the children perform all the operations that are possible within the limits of this number, no matter whether, in the usual classification, they are called addition, subtraction, multiplication or division. The child had to see and to keep in mind that $1+1=2$, $2\times 1=2$, $2-1=1$, $2\div 1=2$, &c. The whole circle of operations up to 2 was exhausted before the child progressed to the consideration of the number 3, which was to be treated in the same way. Why adhere to the more scientific categories of addition, &c., in the primary grade, where they do not help to make the subject any clearer to the child? The first

four processes are naturally connected, and will appear so in the child's mind. If you take away 1 from 2, and 1 remains, the child, in knowing this, also understands implicitly the opposite process of adding 1 to 1 and its result. Multiplication and division are, in the same way, nothing but another way for adding and subtracting, so that we might say one operation contains, and may be shown to contain, all the others. "You must teach the child to know the numbers in some way or other," says Grube, "but to know a number really means to know also its most simple relations to the numbers contained therein." Any child, however, who knows a number and its relation, must be also able to perform the operations of adding, subtracting, &c., with it, as they are the direct result of comparing, or "measuring," as he calls it, two numbers with each other. Only when the child can perform all these operations, for instance, within the limits of 2, can it be supposed really to have a perfect knowledge of this number. So Grube takes up one number after the other, and compares it with the preceding ones, in all imaginable ways, in regard to addition, subtraction, multiplication and division. This comparing or "measuring" takes place always on external, visible objects, so that the pupil can see the objects, the numbers of which he has to compare with each other. The adherents of this method claim for it that it is based on a sound philosophical theory, and that it has proved superior in practice to the methods in use before its invention.

Some of the most important principles of this method of instruction are given by Grube in the following:

"1. We cannot impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, loud, distinctly, and with clear articulation, so, especially in Arithmetic, the teacher has to insist on fluency, smoothness and neatness of expression, and to lay special stress upon the process of the solution of each example. As long as the language for the number is not perfect, the idea of the number is also defective. An example is not done when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have perfectly mastered any step or not.

"2. Teachers should avoid asking too many questions. Such questions, moreover, as, by containing half the answer, prompt the scholar, should be omitted. The scholar must speak himself as much as possible.

"3. In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The regular schedules of figures (which, in the following, will continually re-appear), are especially fit to be recited by the whole class.

"4. Every process ought to be illustrated by means of an application to objects. Fingers, lines, or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

"5. The operation at each new stage consists in comparing or measuring each new number with the preceding ones. Since this measuring can take place either in relation to difference (arithmetical ratio), or in relation to quotient (geometrical ratio), it will be found to comprise the first four rules, which will spontaneously result (in an objective way) from an application of the several numbers to objects. This application to objects is invariably followed by exercises in the rapid solving of problems and a review of the numerical relations of the number just treated, in more difficult combinations. The latter is a test whether the results of the examination of the arithmetical relations of the number treated, have been converted into ideas by a process of mental assimilation. In connection with this, a sufficient number of examples in applied numbers are given to show that applied numbers hold the same relation to each other that pure numbers do.

"6. On neatness in writing the figures, the requisite time must be spent. Since an invariable schedule for each number will re-appear in all stages of this course of instruction, the pupils will soon become able to prepare themselves for each coming number by writing its schedule on their slates."

It will appear from this that Mr. Grube subjects each number to the following processes:

- I. Exercises on the pure number, always using objects for illustration.
 - a. Measuring (comparing) the number with each of the preceding ones, commencing with 1, in regard to addition,

multiplication, subtraction and division, each number being compared by all these processes before the next number is taken up for comparison.

- b. Practice in solving the foregoing examples rapidly.
- c. Finding and solving combinations of the foregoing examples.

II. Exercises on examples with applied numbers.

In the following Mr. Grube gives but the outline, the skeleton as it were of his method, trusting that the teacher will supply the rest.

FIRST STAGE.

Treatment of the number One.

"As arithmetic consists in reciprocal "measuring" (comparing), it cannot commence with the number 1, as there is nothing to measure it with, except itself as the absolute measure."

I. The abstract (pure) number.

One finger, one line; one is once one.

The scholars learn to write:

$$\begin{array}{r} | \\ | \end{array} \quad \begin{array}{c} 1 \\ 1 \times 1 = 1 \end{array}$$

II. The applied number.

What is to be found *once* in the room, at home, on the human body.

SECOND STAGE.

Treatment of the number Two.

I. The pure number.

a. Measuring (comparing).

$$\begin{array}{r} | \quad | \quad 2 \\ | \quad 1 \quad \left\{ \begin{array}{l} 1+1=2. \\ 2 \times 1=2. \end{array} \right. \\ | \quad 1 \quad \left\{ \begin{array}{l} 2-1=1. \\ 2 \div 1=2. \end{array} \right. \end{array}$$

2 is one more than 1.

1 is 1 less than 2.

2 is the double of 1, or twice 1.

1 is one-half of 2.

b. Practice in solving examples rapidly.

c. Combinations.

What number is contained twice in 2?

2 is the double of what number?
 Of what number is 1 one half?
 Which number must I double to get 2?
 I know a number that has one more than one. Which is it?
 What number have I to add to 1 in order to get 2?

II. Applied numbers.

Fred had two dimes, and bought cherries for one dime. How many dimes had he left?

A slate-pencil costs 1 cent. How much will 2 slate-pencils cost?

Charles had a marble, and his sister had twice as many. How many did she have?

How many one-cent stamps can you buy for 2 cents?

THIRD STAGE.

Treatment of the number Three.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{r} \cdot \quad | \quad | \quad | \quad 3. \\ | \quad 1 \quad \left\{ \begin{array}{l} 1+1+1=3. \\ 3\times 1=3. \end{array} \right. \\ | \quad 1 \quad \left\{ \begin{array}{l} 3-1-1=1. \\ \text{for, } 3-1=2, \ 2-1=1. \end{array} \right. \\ | \quad 1 \quad \left\{ \begin{array}{l} 3\div 1=3. \end{array} \right. \end{array}$$

This ought to be read: I can take away 1 from 3, 3 times, or 1 is contained in 3 three times. The idea of "to be contained" must always precede the higher and more difficult conception of dividing.

(2.) Measuring by 2.

$$\begin{array}{r} | \quad | \quad \left\{ \begin{array}{l} 2+1=3, \ 1+2=3. \\ 1\times 2+1=3. \end{array} \right. \\ | \quad \quad \left\{ \begin{array}{l} 3-2=1, \ 3-1=2. \\ 3\div 2=1 \text{ (1 remainder).} \end{array} \right. \end{array}$$

(I can take away 2 from 3 once and 1 will remain, or: 2 is contained in 3 once and one over.)

3 is 1 more than 2, 3 is 2 more than 1.

2 is 1 less than 3, 2 is 1 more than 1.

1 is 2 less than 3, 1 is 1 less than 2.

3 is three times 1.

1 is the third part of 3.

1 and 1 are equal numbers, 1 and 2, as well as 2 and 3 are unequal.

Of what equal or what unequal numbers does 3 consist, therefore?

b. Practice in solving examples rapidly.

How much are $3-1-1+2$ divided by 1?

$1+1+1-2+1+1-2+1+1$?

The answers must be given immediately.

c. Combinations.

From what number can you take twice 1 and still keep 1?

What number is three times 1?

I put down a number once, and again, and again once, and get 3; what number did I put down 3 times?

II. Applied numbers.

How many cents must you have to buy a three-cent stamp?

Annie had to get a pound of tea for 2 dollars. Her mother gave her 3 dollars. How much money must Annie bring back?

Charles learned one line in his primer, his sister learned 2 lines more than he did. How many lines did she learn?

If one slate-pencil cost one cent, how much will 3 slate-pencils cost?

Bertha found in her garden 3 violets, and took them to her parents. How can she divide them between father and mother?

FOURTH STAGE.

Treatment of the number Four.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{r}
 | \quad | \quad | \quad | \qquad 4. \\
 | \quad 1 \quad \left\{ \begin{array}{l} 1+1+1+1=4 \quad (1+1=2, \quad 2+1=3). \\ 4 \times 1=4. \end{array} \right. \\
 | \quad 1 \quad \left\{ \begin{array}{l} 4-1-1-1=1. \\ 4 \div 1=4. \end{array} \right. \\
 | \quad 1
 \end{array}$$

(2.) Measuring by 2.

$$\begin{array}{rcl} | & | & 2 \\ | & | & 2 \end{array} \left\{ \begin{array}{l} 2+2=4. \\ 2\times 2=4. \\ 4-2=2. \\ 4\div 2=2. \end{array} \right.$$

(3.) Measuring by 3.

$$\begin{array}{rcl} | & | & | & 3 \\ | & & & 1 \end{array} \left\{ \begin{array}{l} 3+1=4, 1+3=4. \\ 1\times 3+1=4. \\ 4-3=1, 4-1=3, \\ 4\div 3=1 \text{ (1 remainder).} \end{array} \right.$$

(3 in 4 is contained once and 1 over.)

Name animals with 4 legs and with 2 legs.

Wagons and vehicles with 1 wheel, 2, and 4 wheels. Compare them.

4 is 1 more than 3, 2 more than 2, 3 more than 1.

3 is 1 less than 4, 1 more than 2, 2 more than 1.

2 is 2 less than 4, 1 less than three, 1 more than 1.

1 is 3 less than 4, 2 less than 3, 1 less than 2.

4 is 4 times 1, twice 2.

1 is the fourth part of 4, 2 one half of 4.

Of what equal and unequal numbers can we form the number four?

b. Problems for rapid solution.

$2\times 2-3+2\times 1+1-2\times 2?$

$4-1-1+1+1-3, \text{ how many less than four?}$

c. Combinations.

What number must I double to get 4?

Of what number is 4 the double?

Of what number is 2 one half?

Of what number is 1 the fourth part?

What number can be taken twice from 4?

What number is 3 more than 1?

How much have I to add to the half of 4 to get 4?

How many times one is the half of 4 less than 3?

II. Applied numbers.

Caroline had 4 pinks in her flower-pot, which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep?

How many dollars are $2+2$ dollars?

Three apples and one apple?

4 quarts=1 gallon.

Annie bought a gallon of strawberries, how many quarts did she have?

She paid 1 dime for the quart, how many dimes did she pay for the gallon?

$$4 \left\{ \begin{array}{l} . \text{quart,} \\ . \text{quart,} \\ . \text{quart,} \\ . \text{quart,} \end{array} \right. \quad \left\{ \begin{array}{l} | \text{dime.} \\ | \text{dime.} \\ | \text{dime.} \\ | \text{dime.} \end{array} \right. \quad 4$$

What part of 1 gallon is 1 quart?

If 1 quart costs 2 dimes, can you then get a gallon for 4 dimes?

A poor woman used a gallon of milk in four days. How much did she use each day?

FIFTH STAGE.

I. The pure number.

a. Measuring.

(1.) By 1.

$$\begin{array}{r} | | | | | & 5. \\ | & 1 & \left\{ \begin{array}{l} 1+1+1+1+1=5. \\ 5 \times 1=5. \end{array} \right. \\ | & 1 & \left\{ \begin{array}{l} 5-1-1-1-1=1. \\ 5 \div 1=5. \end{array} \right. \end{array}$$

(2.) with 2.

$$\begin{array}{r} | | & 2 & \left\{ \begin{array}{l} 2+2+1=5. \\ 2 \times 2+1=5. \\ 5-2-2=1. \end{array} \right. \\ | & 1 & \left(5 \div 2=2 \text{ (1 remainder).} \right) \end{array}$$

(3.) with 3.

$$\begin{array}{r} | | | & 3 & \left\{ \begin{array}{l} 3+2=5, 2+3=5. \\ 1 \times 3+2=5, \\ 5-3=2, 5-2=3. \end{array} \right. \\ | & 2 & \left(5 \div 3=1 \text{ (2 remainder).} \right) \end{array}$$

(4.) with 4.

$$\begin{array}{r} | | | | & 4 & \left\{ \begin{array}{l} 4+1=5, 1+4=5. \\ 1 \times 4+1=5. \\ 5-4=1, 5-1=4. \\ 5 \div 4=1 \text{ (1 remainder).} \end{array} \right. \\ | & 1 & \end{array}$$

5 is 1 more than 4, 5 is 2 more than 3, 5 is 3 more than 2,
5 is 4 more than 1.

4 is 1 less than 5, 4 is 1 more than 3 &c.

3 is 2 less than 5 &c.

$5=5\times 1$.

$1=\frac{1}{5}\times 5$ (1 is the fifth part of 5).

5 consists of two unequal numbers, $3+2$. 5 consists of two equal numbers and one unequal number, $2+2+1$.

b. Practice of rapid solution of examples.

$5-2-3+2\times 2$, one half of it less 1, taken 5 times?

$2\times 2+1-3\times 1\times 2-3+4$? &c.

c. Combinations.

What number is one fifth of 5? How many must I add to 3 to get 5? How many must be taken away from 5 to get 3? How many times 2 have I added to 1 in order to get 5? I have taken away twice 2 from a certain number, and 1 remained. What number was it? &c.

II. Applied numbers.

How many gallons are 5 quarts? Charles had 5 dimes; he bought 2 copy-books, each of which cost 2 dimes. What money did he keep? (This the teacher must make plain by means of lines or dots). Henry read a lesson three times, Emma read it as many times as he did, and two times more. How often did she read it? Father had 5 peaches, and gave them to his 3 children. The youngest one received one peach; how many did each of the other children receive? &c."

Grube thinks that one year ought to be spent in this way on the numbers from 1 to 10. He says: "In the way in which I want it treated, one year is not too long. In regard to extent the scholar has not, apparently, gained very much — he knows only the numbers from 1 to 10. But he does know them, and does know how to use them." In reference to the main principles to be observed, he demands, first, "that no new number shall be commenced before the previous one is perfectly mastered"; secondly, "that reviews must frequently and regularly take place", and lastly, "that the propositions written down in numbers must be thoroughly committed to memory". "In the

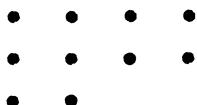
process of *measuring*, pupils must acquire the utmost mechanical skill." It is essential to this method that in the measuring which forms the basis for all subsequent operations, the pupils have a picture illustrating the process before their eyes. It matters not with what objects the pupils see the operation, whether fingers, lines or dots, but they certainly must see it. It is a feature of this method, that it teaches by the eye as well as by the ear, while in most other methods arithmetic is taught by the ear alone. If for instance, the child is to measure 7 by the number 3, the illustration to be used is :



If lines or dots are arranged in this way, and impressed upon the child's memory as depicting the relation between the numbers 3 and 7, it is, in fact, all there is to know about it. Instead of teaching all the variety of possible combinations between 3 and 7, it is sufficient to make the child keep in mind the above picture. The first four rules, as far as 3 and 7 are concerned are contained in it, and will result from expressing the same thing in different words, or describing the picture in different ways. Looking at the picture, the child can describe it as:

$3+3+1=7$, or $2\times 3+1=7$, or $7-3-3=1$, $7\div 3=2$ (1). The latter process to be read : I can take away 3 from 7 twice, and 1 remains.

Let the number to be measured be 10, and the number by which it is to be measured be 4; then the way to arrange the lines or dots used for illustration is :



The child will be able to see at once, by reading as it were, that $4+4+2=10$, $2\times 4+2=10$, $10-4-4=2$, $10\div 4=2$ (2), and to perceive at a glance a variety of other combinations. The children will, in the course of time, learn how to draw these pictures on their slates in the proper way. Nor will it take long to make them understand that every picture of this kind is to

be "read" in four ways, first using the word *and*, then *times*, then *less*, then, *can be taken away—times*. As soon as the pupils can do this, they have mastered the method and can work independently all the problems, within the given number, which are required in measuring. It would be a mistake to suppose that, in teaching according to this method, memory is not required on the part of the child. Memory is as important a factor here, as it is in all instruction. I say this boldly, though I know with some teachers it has become almost a crime to say that memory holds its place in education. To have a good memory is, in their eyes, a sign of stupidity. Grube was too experienced a teacher to fall into this error. While by his method the results are gained in an easier and more natural way, whatever result is arrived at must be firmly retained by dint of memory assisted by frequent reviews.

READING.

We have now had an opportunity of judging of the effects of the phonetic method upon pupils after they have reached the highest grades. Most of the pupils now in the higher rooms entered our schools subsequent to the introduction of phonetics, and have been taught by that method. Its good effect upon the higher grades is quite obvious. Aside from the fluency and ease with which pupils read, there is a striking uniformity in regard to distinct articulation, which, I doubt not, is the effect of the dwelling upon every component sound of the word, as practised in the phonetic method. In districts mostly inhabited by children of foreign-born parents, a visitor going through the grades of a school, from the lowest to the highest, will not fail to perceive the gradual and, in most instances, complete disappearance of foreign accent in reading and reciting. To this, I believe, the phonetic method has largely contributed by its progressing from one sound to the other in primary reading, which enables the teacher to detect mistakes in pronunciation sooner, and to single out the letters and combinations most difficult for her class, while the latter are trained in the pronunciation of each sound, by which their attention is more drawn to the importance of pronouncing well, than can be done in any other way. The advantages of the phonetic method over the so-called word-method have often been set forth. It is not the least important among these advantages that, by the phonetic method,

pupils soon become able to read words which they have never seen before, for they are practised in joining sound to sound until they can read words in this way at a glance. They will even read difficult words by mentally putting together the sounds represented by the letters which they see, and it is part of the phonetic method to make the pupil seek help in sounding whenever he stops before a difficult word. In teaching reading in our schools, we start from the principle that the phonetic method is superior to other methods; therefore, the teacher must try to be consistent and persevering in its use, and must not inadvertently fall back on the word method. I have reason to believe that it is not out of place to caution against this. There is a road leading directly back to it. If children, after having gone through the very first elements, meet a word which appears rather difficult to them, they will, of course, pause, and if the teacher should immediately supply the word whenever such a pause occurs, or when the pupil misreads a word, she will soon be in the midst of the word-method, though her pupils may continue, in the spelling-lessons, to spell by sound as well as by letter. To give the word may seem shorter and easier, but, as long as we believe in the phonetic method, it is not the good and proper way. If the children are not always directed to overcome the difficulties in their reading by applying their knowledge of the sounds, if not always shown how to solve the problem of an unknown word by reading and connecting its sound-elements, they will lose the habit of doing so, and will, in reading a new word, need the assistance of the teacher just as much as pupils taught by the word-method. Teachers must never forget that, in the phonetic method, sounds are not to be used only to spell with, but also to read with.

In primary spelling, I think good use may be made of analytical exercises of spoken words, by making scholars find their constituent sounds. While the pupil's eye finds, on one side, the relation of the sound to the printed word in learning to spell them by sound and by letter from the book, the pupil's ear will find the relation between sound and the spoken word by analyzing the sounds of the latter.

NATURAL SCIENCE.

The constantly increasing importance which natural science assumes in all the pursuits and relations of life, makes it de-

sirable that the pupils, after passing through a district school, should know something of it. The study of natural science was, for this reason, introduced into our schools by resolution of the Board, passed November 14, 1871, and the time for instruction therein limited to one hour per week. The difficulty arises in mapping out, from the endless field of this science, such parts as should be taught in the common schools. This selection is rather difficult, as there is more than one consideration by which we must be ruled in making it. It would not do, for a course extending through many years, to choose a fragment here and another there, and give instruction in a desultory way: there must be an unbroken connection from the beginning to the end of the course. Nor would it be proper to select the subject-matter with a view to pick out the wonderful or strange—that which is most likely to produce sensational amazement; it cannot be the object of any study merely to entertain. We must leave out so many subjects in teaching this study, that we must necessarily choose those we do teach in reference to their importance. But this is not all we have to observe in selecting. Among the number of subjects limited by the preceding considerations, we must again single out those that come within the power of comprehension of the average pupil of the common school.

All knowledge of nature extends, however, from the level of observation up to the distant clouds of mathematical theory or historical speculation. In these heights it becomes invisible to the eye. The common school can follow natural science only as far as it extends in the field of observation. Knowledge of nature has a popular and a learned side; the common school has only to deal with the former, that is, only with things that come under the sensuous perception of man. Then again, there is the distinction between the descriptive part of natural science and the explanatory part, which deals with functions and causes. The former precedes the latter, inasmuch as the question "what is?" precedes the question why it is. Hence, in the elements of natural science in the common schools, the descriptive part ought to have due preponderance over the explanatory one. While it thus appears that the question, "what shall we study?" is a very difficult one in reference to natural science, the question, "how shall we study?" is of tantamount importance. An enumeration of what shall be studied, without considering how it shall be studied, and without a clear defini-

tion of the faculties which are to be developed, and which are the object of the different studies, is an ideal which every one can beat in the cheapest possible way, by expanding the enumeration of subject-matters of instruction," says Mr. Deinhardt, principal teacher in the Imperial Normal School of Vienna, in his recent book on Normal Schools. It cannot be that natural science has been introduced on account of the number of new facts which it brings into the school-room, for we have enough facts already, and an addition to the school-work in this respect is hardly needed. Natural science instruction is valuable and desirable for the school rather on account of the culture it can be made to give to the perceptive faculties. If we are clear about what we want to do with the study of nature in our schools, if we want to cultivate the perceptive faculties by it, we shall no longer be at a loss how to teach it. We must bring before the pupil's eyes something which he can perceive and observe. On the natural object, or, if this cannot be had, a good picture of it, the scholar must be taught to observe and to communicate the results of his observation. "I cherish," says Humboldt in one of his letters, "the wish that you will observe a little for yourself, because you can learn more by your own observations, than by all the lectures." If based on the observation of the pupils, natural science belongs in the school-room, for no other study can have a similar effect upon the cultivation of all the senses. But with the moment instruction in natural science ceases to start from observation, it will fail to accomplish its purpose, and is no longer justifiable as a study in the common schools. Without the use of proper illustration, it will not have a good effect upon the pupils, but will become, to use the words of a teacher of great experience in teaching the elements of natural science, "empty, mind-killing, idle talk." Without having the requisite means for illustration, the teaching of natural science is a task beyond the power of even a good teacher. Good results in teaching it can only be gained by making the children do the work for themselves. With an object of nature, or the picture of it, before the eyes of the class, the pupils will be able to observe and to tell what they see and perceive, and thus be active all the time, while, without an object, the teacher has to tell the pupils all they can know of it, and they remain passive in violation of the highest principle of the school, that of self-activity. The immediate consequence of the

latter procedure is, in most cases, a lack of interest or a breaking-down of the discipline of the class.

I have not attempted to give more than a very general outline of the most important principles, upon which the study of Natural Science in the common school must rest, and, having dwelt so extensively upon the study of German and also upon instruction in Primary Arithmetic, I would have refrained from submitting even these few remarks on this subject, had I not been firmly convinced of the importance of the principles stated above in relation to an important branch of instruction, which needs all attention and thought, in order to make it a success.

Very respectfully,

LOUIS SOLDAN,

Assistant Superintendent.

EXAMINATION QUESTIONS FOR TEACHERS OF GERMAN

The following is a list of examination questions, used in the examination of German teachers. To these questions an examination in German penmanship and reading, and a short oral examination, is usually added.

ORTHOGRAPHY.

1. a) Wann steht nach dem KOLON ein großer Anfangsbuchstabe? Gib Beispiele
b) Setze die Satzzeichen in folgenden Sätzen: Der Grönländer ist ein armer Mensch Fleisch ist er nicht aber Fische Früchte fehlen ihm zwei Monate steht er die Sonne nicht so muß er im Finstern liegen ehe er das Lageslicht wieder sieht haben wir schon schöne Tage durch Nordlichter wird ihm geholfen.
2. Theile die folgenden Wörter in Silben ab:
Röschen, Verrichtung, Tropfen, Menschen, Monarch, interessant, beobachten, Luxus, hierin, eifrig, exact.
3. Gebrauche die folgenden Wörter in Sätzen, welche ihre Bedeutung zeigen: Eiter. Guter Eider. Der Schwulst. Fieber. Viper. Fiber. Die Schwulst.
4. Graf. Gras. Grat. Grad. Der Harz. Heide. Häute. Heute. Das Harz.
5. Mine. Mine. Mal. Mahl. Der Schild. Kelter. Kälter. Laib. Leib. Das Schild.
6. Der Verdienst. Das Verdienst. Der Stift. Das Stift. Der See. Die See. Der Bauer. Das Bauer.
- 7—10. Writing of a dictation exercise of 20 lines.

GERMAN GRAMMAR.

1. Wie viele Arten von Biegungen giebt es? Welche?
2. Was sind Wortfamilien? Was sind Wurzeln?
3. Was sind Concreta? Abstrakta? Schreibe erst die Concreta aus folgenden Dingwörtern und dann die Abstrakta unter einander:
Tag, Russen, Pariser, Jugend, Mensch, Gang, Größe, Wein, Geschwister, Ried, Geheul, Karl, Bettelei, Wasser, Volk, Fleisch, Thier, Heer, Seeligkeit, Theurung.
4. Welche Sach- und Begriffs-Namen sind der Bedeutung nach männlich, weiblich, sächlich? Welche sind der Endung nach männlich, weiblich, sächlich?
5. Deklinire: das neue Fach, Volk, welcher große Schmerz, das Thema, Adelheid.
Schreibe den Genitiv von:
der König Friedrich der Zweite,
der große Kanzler Reinhard,
der Herr Commerzientath Niemann,
der Herr Rosenthal.
6. Nenne die 6 Klassen der Fürwörter. Gib Beispiele und deklinire die fragenden Fürwörter.
7. Was sind objektive und was sind subjektive Verba?
Was ist der Unterschied zwischen objektiven und transitiven Zeitwörtern?
Gib Beispiele.

Nenne die Zeiten (Tempora) eines Zeitwörter und gib Beispiele.

Nenne die Redeweisen und gib Beispiele.

8. Welche zusammengesetzten Zeitwörter sind trennbar und welche nicht? Wie sind beide Klassen in der Bildung ihres Particips verschieden?
6. Welche Verba werden mit haben und welche mit sein konjugirt?
- Bestimme zu welchen Wortklassen die Wörter in folgendem gehören:
Die Welt ist so leer, wenn man nur Berge, Flüsse und Städte darin denkt; aber hier und da kommt zu wissen, der mit uns übereinstimmt, mit dem wir auch stillschweigend fortleben, das macht uns dieses Erdentrum zu einem bewohnten Garten
10. Was für ein Satz ist der vorhergehende? Was für Haupt- und Nebensätze sind darin enthalten?

Translation,—GERMAN-ENGLISH.

1. Sobald Hampden von Ruprecht's Einfall Kunde empfangen hatte, schickte er einen Reiter mit einer Botschaft an den General ab
2. Inzwischen entschloß er sich, mit aller Reiterei, die er mustern konnte, abzumarschieren zu dem Zwecke, dem Marsche des Feindes hindernd in den Weg zu treten,
3. bis Essex Maßregeln treffen könne, seinen Rückzug abzuschneiden. Eine bedeutende Truppe Reiterei und Dragoner stellte sich freiwillig, ihm zu folgen.
4. Er war nicht ihr Befehlshaber. Er gehörte selbst nicht zu ihrem Zweig des Dienstes. Auf dem Gefilde von Chalgrove erreichte er Ruprecht. Ein wildes Scharmützel erfolgte
5. Beim ersten Angriff wurde Hampden von zwei Kugeln in die Schulter getroffen, welche den Knochen brachen und sich in dem Körper festsetzten.
6. Seit der Unterwerfung von Algier haben die Franzosen den Ansiedlern und den Eingeborenen vielerlei Wohlthaten erwiesen, unter welchen das Bohren von artesischen Brunnen nicht die geringste ist.
7. Die Aprikose wird gewöhnlich auf Pfauen- oder wilde Kirschbäume gepfropft.
8. Er sprang auf die Füße beim Klange meiner Stimme, als ob er geschlagen worden wäre.
9. Da sich vom Süden her ein Lufthauch erhoben hatte; nahmen wir einen Bootsen an Bord, lichteten unsern Anker und fingen an die Bucht hinabzusegeln.
10. Endlich, nach mehreren Stunden, als etliche Sommerhäuser niedergeissen worden waren, und einige Vorhofsgitter herausgerissen worden waren, um die kriegerischen Geister zu bewaffnen, entstand ein Gerücht, daß die Garden kämen.

Translation,—ENGLISH-GERMAN.

- I. When the hen of the swallow has sat hard all day she rushes forth just as it is almost dark, and stretches and relieves her weary limbs; snatches a hasty meal in a few minutes, and then returns to her duty of hatching.
- II. In times of war, one of the modes the Arabs have of punishing their adversaries is to destroy all the male date-trees, and, the females being rendered barren, a famine ensues.
- III. Some of the Asiatic steppes are grassy plains; others are covered with succulent, evergreen, articulated soda plants; many glisten from a distance with flakes of exuded salt, not unlike in appearance to fresh-fallen snow.

140 EXAMINATION QUESTIONS FOR TEACHERS OF GERMAN.

- iv. Carrier pigeons are trained by being conveyed, when young, to short distances of a few miles from home, and then let loose, the distance being gradually increased.
v. Lord Macaulay's sketch of Bacon is dark and bright; a sketch of Rembrandt touch and power; the lights high, the smears of the brush black; noon on the brow, dusk round the heart.
vi. Once upon a midnight dreary, while I pondered weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
vii As of some one gently rapping, rapping at my chamber door;
“Tis some visitor,” I muttered, “tapping at my chamber door;
Only this and nothing more.”
Ah! distinctly I remember, it was in the bleak December,
viii. And each separate dying ember wrought its ghost upon the floor;
Eagerly I wished the morrow; vainly I had tried to borrow,
From my books, surcease of sorrow, sorrow for the lost Lenore,
ix For the rare and radiant maiden whom the angels name Lenore,
Nameless here for evermore.
And the silken, sad, uncertain rustling of each purple curtain
Thrilled me, filled me with fantastic terrors, never felt before;
x. So that now, to still the beating of my heart, I stood repeating,
“Tis some visitor entreating entrance at my chamber door,
Some late visitor entreating entrance at my chamber door,
This it is and nothing more.”

ENGLISH GRAMMAR.

- i a) Give the principal parts of the verbs: *begin, set, lie, went, fed.*
b) Give the opposite gender of *widow*; *actor*; *doe*; *ox*; *horse*.
ii. “Ten paces huge he back recoiled.”
Analyze the above sentence.
iii. Parse *paces* and *huge*.
iv. Write five rules for the use of capital letters.
v. a) When is *to* or *of* the infinitive omitted.
b) Give three uses of the word *that* with illustrations.

GERMAN COMPOSITION.

Write a composition on „Der grammatische Unterricht in der Volksschule.“

MISCELLANEOUS.

1. Wann lebte Götthe? Schiller? Nenne einige Hauptwerke derselben und gib eine kurze Charakteristik davon.
2. Wann lebte Pestalozzi? Dieser Weg? Welche Werke haben sie geschrieben? Was sind die von ihnen aufgestellten Erziehungsgrundsätze.
3. Was ist der Unterschied zwischen Lautmethode und Buchstabenmethode?
4. Was ist Anschauungsunterricht? Wie und wo soll derselbe ertheilt werden.
5. Nenne fünf neuere deutsche Schriftsteller und die Namen ihrer Hauptwerke.

THE PUBLIC SCHOOL LIBRARY.

It is difficult to over-estimate the function of the printed page in modern civilized life. Scarcely more necessary are the lungs in the animal economy, or leaves in the growth and sustentation of vegetables than printed books and papers to the preservation of spiritual life. The gift of speech, of articulate language, not only implies the formation of general ideas by the activity of thought, but also fixes and gives currency and validity to those ideas among men. Tradition, however, is inadequate to preserve general ideas in their purity; it is still more unequal to the task of giving them universal currency. For this purpose writing was invented. Printing is a still further victory in the same direction: to convey by the living voice a series of propositions to a people requires the time of the individual who communicates, and likewise the whole time of the people, to the neglect of their special avocations. But with the printed page all people, who can read, become at once independent of the mere individual oracle and can command the voice of wisdom to await their leisure and accommodate itself to their rate of perception.

In all ages of the history of man, Stories have formed a most important function in education. They serve the purpose of lifting the individual above the prose of sensuous reality. They bring him a long way on the road to the free movement of the thinking activity. Such books as the Arabian Nights, Grimm's Stories, Gulliver's Travels, Robinson Crusoe, contain a world of information. They take hold of the youth with an irresistible attraction and initiate him into conceptions necessary for ordinary intelligent converse with the world about him. Besides this, they lodge deeply in his mind the seeds of aspiration, that grow in after life to great accomplishment. The story of the lamp of Aladdin becomes in his mind a kind of general type of mechanic invention and without any conscious connection in his thought, leads to production in kind. Books of travel, Biographies like those of Plutarch, not only fill up the abstract geographical outlines in the child's mind, but furnish lofty ideals of character more stimulating to him than all else.

The use of the Library in a system of schools is so obvious that it wins ready assent. But it is so great an instrumentality that we must confess, that all thus far achieved is as nothing to what should be done, and without delay. A close connection should be established between the daily school work and the use of the library. It should be the task of the teacher as much to direct properly the miscellaneous reading of the pupil as his studies in school.

Our library continues to grow with great rapidity, and its readers increase in a greater ratio. This is in a great measure due to the well-timed efforts of Mr. Bailey, the librarian. But if we regard its success from the standpoint of the idea of a Public School Library, it is scarcely possible to congratulate ourselves on the work accomplished. The Board of Managers justly pride themselves on the plan and execution of the Catalogue, on the device of the Duplicate Collection and its success, on the combinations effected with the various learned societies; but the main interest on the part of the Board of Public Schools is to see the Library made an integral part of the school system so that all pupils shall feel its influence and become so attached to it, that in their subsequent career in life, they shall use it constantly.

REPORT OF THE LIBRARIAN.

The regulations for the government of the Board of Managers of the Public School Library require that Board in the month of May in each year, to present to the Board of Public Schools, through the chairman of the Library Committee of the latter Board, an annual report setting forth in detail the progress and condition of the Library. The following report was accordingly presented May 9th, 1871.

Honorable Board of President and Directors of the St. Louis Public Schools:

Your Library Committee respectfully present herewith the report of the Board of Managers of the Public School Library, together with the annual report of the Treasurer of said Board.

And your Committee, at the request of said Board of Managers, offer for your action the following preamble and resolution :

WHEREAS, The late Mr. Henry Ames in his will bequeathed to the O'Fallon Polytechnic Institute and the Library therewith connected, as an endowment, the sum of one hundred thousand

dollars; and whereas, the said Henry Ames, in his life, was known and distinguished as one of the most liberal friends of education, therefore, as an appropriate token of respect to his memory, and an acknowledgment of the generous bequest above mentioned, be it

Resolved, That the large room on the second floor of the Polytechnic building, in which the books of the Public School Library are kept, be designated and known as the HENRY AMES HALL, and that the words "Henry Ames Hall" be painted in a conspicuous manner in said room, and be printed upon all lists of books kept in said Hall, and also, in connection with the vignette of said Hall, upon all certificates of membership that may hereafter be prepared and issued by the managers of said Library.

Your Committee also offer the following:

Resolved, That the nine members of the Board of Managers of the Public School Library to be appointed by this Board for the ensuing year, in accordance with the provisions of the deed of transfer, consist, as heretofore, of the President of this Board, the Superintendent of Public Schools, the Principal of the High School, and the Principal of the Normal School, *ex officio*, and the Library Committee of this Board.

Respectfully submitted.

PHIL. STREMMEI, *Chairman.*
M. J. LIPPMAN,
ROBT. J. ROMBAUE,
W. D'OENCH,
EBER PEACOCK.

REPORT OF THE MANAGERS.

Honorable Board of President and Directors of the St. Louis Public Schools:

The Board of Managers of the St. Louis Public School Library, as required by the regulations adopted for their government by your honorable body, respectfully present their annual report for the fiscal year ending May 1, 1871.

FINANCES.

RECEIPTS.

To balance on hand, May 1, 1870.....	\$ 348 00
Life memberships.....	6 6 00
Temporary memberships.....	3,249 00

Fines	253 65
Books lost and paid for	26 25
Old newspapers sold.....	30 85
Cash donation.....	25 30
Great Republic entertainment.....	318 10
Catalogues sold	68 70
School Board appropriation, 1869—70	1,926 00
School Board appropriation, 1870—71	5,500 00
	<hr/>
Total.....	\$12,371 85

EXPENDITURES.

By Books	\$2,749 78
Newspapers and periodicals.....	602 24
Binding	909 10
Printing and advertising.....	234 60
Catalogue	2,206 75
Librarian and assistants.....	4,249 15
Stationery and blank books.....	165 55
Postage and stamps	55 83
Miscellaneous expenses.....	239 65
Balance in treasury, May 1, 1871.....	941 70
Balance in contingent fund	17 50
	<hr/>
Total.....	\$12,371 85

As will be seen from the foregoing statement, the total receipts of the Library during the year, apart from the appropriations of the School Board, amounted to\$4,945 85

The current expenses, including salaries, stationery and blank books, postage, and petty expenses of every kind, amounted to 4,710 18

Leaving a surplus of\$235 67
of receipts over expenses; so that the amounts received from the School Board have been appropriated exclusively to the purchase and binding of books and periodicals, and the preparation and printing of the Catalogue and Regulations. The last-named items have involved, this year, an outlay of \$2,378 75. As there will be no such expense during the coming year, it is reasonable to expect that every cent appropriated by your Honorable Board for the use of the Library will be spent to increase its contents.

BOOKS.

The total number of books now under the charge of this Board of Managers amounts to 27,773 volumes, as follows:

	Volumes.
Public School Library.....	16,201
Henry Ames Library	5,632
Academy of Science Library	3,000

Law School Library.....	858
Duplicates for sale or exchange.....	1,632
Unbound Pamphlets and Periodicals.....	450
Total.....	27,773

All the foregoing (except duplicates) are Catalogued and accessible for use to the members of the Library.

The additions made during the past year, were as follows:

	Volumes.
By purchase.....	1,385
By donation	372
Total.....	1,757

Divided as follows :

English books	1,015
German "	556
French "	160
Latin "	13
Greek "	12
Danish "	1

Classified as follows :

Philosophy.....	100
Theology	49
Social and Political Sciences.....	365
Natural Sciences and Useful Arts	171
Fine Arts and Poetry.....	146
Novels.....	269
Juveniles	141
Literary Miscellany.....	254
History and Travels.....	252
Cyclopedias and Periodicals.....	10

As will be seen, the proportion of novels to other books in the foregoing table is 15½ per cent.—a very small proportion compared with other libraries of the character of ours, both in this country and Europe; their average of increase in novels being about 26 per cent.

In addition to the 372 volumes above reported as donated, there were presented during the year 668 pamphlets.

MEMBERSHIP.

The total membership for the year was 3,760, divided as follows:

Life Members.....	1,186
Less number deceased.....	16—1,170
Temporary Pay Subscribers	1,989
Free Evening School Members	571
Perpetual memberships (high school).....	30

Total.....	3,760
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The number of new members who joined the library this year was 1233.

CIRCULATION.

There were drawn from the library, for home use, during the year 65,137 volumes. The character of the reading done is shown by the following comparative statement:

Of the books drawn, 52 per cent. were Novels; 27 per cent. were Juveniles; 5 per cent. were Scientific Works; 16 per cent. were Historical and Miscellaneous.

The largest issue of books in any one day since the organization of the library, occurred on Saturday, February 4th, of this year, on which day 580 volumes were drawn out.

READING ROOM.

During the past year the reading-room has been supplied with periodicals as follows:

Dailies.....	30
Weeklies.....	59
Monthlies and Semi-Monthlies	73
Quarterlies.....	10
Total.....	172

Of these, 26 are European and 146 are American. They are divided as follows:

English.....	159
German.....	10
French	3

COMPARATIVE SUMMARY.

The year 1869—70, as compared with former years, was considered to have shown a remarkable progress in the increase and usefulness of the library; yet the year just closed shows a marked increase in every department over the year preceding, as will be seen by the following comparative table:

Amount spent for books, 1870—71.....	\$2,749 78
" " 1869—70.....	2,449 88
Excess this year.....	\$299 90
Receipts from memberships and fines, 1870—71.....	\$4,128 65
" " 1869—70.....	3,630 35
Increase this year	\$498 30
Total membership, 1870—71.....	3,760
" " 1869—70.....	3,172
Gain this year	588
New members added, 1870—71.....	1,233
" " 1869—70.....	1,005
Gain this year	228

Number of volumes issued, 1870—71.....	65,137
“ “ “ 1869—70.....	53,756
Gain this year	11,381

Your Board of Managers point with pride to the foregoing evidences of prosperity, showing, as they do, that with each successive year your valuable library grows in usefulness and in the appreciation of the people of our city. It is gratifying to feel that these results are due to no spasmodic effort or accidental circumstances, but have been a natural and healthy growth of the library, such as may reasonably be looked for in increasing ratio from year to year throughout the future.

Respectfully submitted on behalf of the Board of Managers.

JAMES RICHARDSON, *President.*

JNO. JAY BAILEY, *Secretary and Librarian.*

REPORT OF TREASURER.

The undersigned, Treasurer of the St. Louis Public School Library, respectfully presents his report for the year ending May 1, 1871:

CASH RECEIPTS.

To balance in Treasury, May 1, 1870.....	\$ 345 97
Amounts deposited by Secretary of the School Board, to wit:	
May 13, 1870.....	1,926 00
November 15, 1870	3,000 00
April 17, 1871.....	2,500 00
Amount deposited by Secretary of the Public School Library, 1870—71.....	4,597 85
Total.....	\$12,369 82

EXPENDITURES.

By amounts paid out on warrants, 1870—71.....	\$11,428 12
Balance in Treasury, May 1, 1871	941 70
Total.....	\$12,369 82

Respectfully submitted.

CHAS. ENSLIN, *Treasurer P. S. L.*

CERTIFICATE OF ELECTION.

The President laid before the Board the following certificate of election of members of the Board of Managers of the Public School Library, which was ordered to be received and filed:

We, the undersigned, appointed judges of election for the regular annual election of the seven members of the Board of Managers of the Public School Library, do hereby certify that said election was held in due form at the Library, on Tuesday, May 21, 1871, with the following result:

James Richardson received.....	13	votes.
Thomas Richeson.....	12	"
Dwight Durkee.....	11	"
Stephen D. Barlow	13	"
George Patridge.....	13	"
Eliza C. Dunham.....	13	"
Kate T. Wilson.....	11	"
Richard Hayes.....	3	"
E. T. Merrick.....	1	"
John Conzelman.....	1	"
Jas. M. Corbet	1	"
C. S. Pennell.....	1	"
Fred. M. Crunden	1	"
Almon B. Thompson.....	1	"
Kate M. Barron	1	"
Rose E. Wright	1	"
Richard Hase.....	1	"

The first seven in this list receive a majority of all the votes cast.

Respectfully submitted.

WM T. HARRIS,
GEO. M. FICHTENKAM.

Judges of Election.

Since the date of the foregoing report, three-fourths of another library year have passed. It may be well to state here some of the most prominent results of this subsequent period.

COLLECTION OF DUPLICATES.

How to supply the large and ever increasing demand for light popular literature, without appropriating to that end too great a proportion of the limited funds of the library, had long been a problem to the Board of Managers. By way of solving it, the experiment was made last fall of establishing a Collection of Duplicates in connection with the library, yet distinct from it, to contain :

1st. Such duplicate volumes as are withdrawn from the Library proper, and held for sale, loan, or exchange;

2d. A sufficient number of copies of popular works to supply all demands; said number to be increased by purchase, or decreased by sale, so as to correspond with the demand. Said copies to be kept for sale, loan or exchange.

The use of said Collection of Duplicates to be governed by the following regulations:

I. Any member of the Library may draw a book or books from said Collection of Duplicates, upon payment in advance of the sum of five cents per copy for each book so drawn; such member may, at the same time, draw other books from the Library proper, the same as if no books were drawn from the Collection of Duplicates.

II. No book shall be issued from said Collection for a longer period than one week, subject, however, to renewal for one week longer on a second payment of five cents.

III. Any person who shall detain a book from said Collection for a longer period than one week, shall be fined five cents for each three days, or fraction of three days, of such undue detention. And no person shall be allowed to draw a book from said Collection while any fine incurred under this regulation remains unpaid.

IV. From the time of the establishment of said Collection not more than two copies of any light popular work shall be placed in the Library proper.

The sum of Five hundred Dollars was appropriated to establish the Collection, and the revenues that might arise from it were to be used, so far as might be necessary, to keep it supplied from time to time with new works. The Collection was opened in September 1871 with about 200 volumes. Up to date (February 1st, 1872) there have been placed in the Collection 561 volumes; the issues have amounted to 3296; the receipts from issues and fines to \$192.90; the total expenses of the collection to \$627.70. Of the original appropriation of \$500, there yet remains an unexpended balance of \$65.20.

The Collection has been kept supplied with all new and popular books in sufficient numbers to satisfy all demands. Copies of the popular magazines have, from month to month, been placed in the Collection, affording members an opportunity, denied them before, of taking magazines home to read. The small additional expense of five cents a week has been cheerfully borne by the members of the Library who have used the Collection, in view of being able to get the books they want, and in view, also, of the very small fees charged for membership in the Library — four dollars annually, paid for three years, constituting one a life-member with no further fees of any kind. The income of the Collection appears to be amply sufficient to supply all needed additions, and while it is hardly to be hoped that the Library

will ever derive any considerable revenue from this source, the Collection is more than likely within a year to have paid the Library a good rate of interest upon the sum originally invested.

This Collection of Duplicates, then, seems to solve the problem above alluded to. Members no longer complain that they cannot get the books they want, nor, on the other hand, that a too large proportion of library funds goes to purchase light literature. A sensible increase in the membership of the library may reasonably be looked for as a result of the increased accommodation afforded to readers through this Collection, while many works of standard value will find their way to our shelves that formerly would have been excluded by the heavy demands for ephemeral literature.

To libraries with large incomes and charging heavy membership fees this experiment of ours will offer little of interest, but we commend it to the attention of institutions like ours, whose income is limited and whose fees are small.

SOCIETIES CONNECTED WITH THE LIBRARY.

The *St. Louis Academy of Science* in 1869 placed its library, containing about 3000 volumes, in our rooms, upon the conditions that the books should be accessible to members of our Library for reference purposes only, and that the Board of Public Schools should allow the Academy to hold its meetings in the Polytechnic Building free of charge. This collection forms a scientific corner in our library of vast utility to men of science.

The Library of the *St. Louis Law-School*—a branch of the Washington University—was, until recently, similarly connected with our Institution. It contained about 900 volumes of law-books, admirable selected and forming an important feature in our collections. The Washington University having lately enlarged its building and having invited the Law School to hold its sessions and place its library in the new edifice, a most valuable collection of books was lost to our institution—one which it will take us many years to replace.

The *St. Louis Medical Society of Missouri* had for several years held its weekly meetings in the Polytechnic Building. In October 1871 the society gave to our Library all its books, amounting to 56 bound volumes and 491 unbound pamphlets and medical journals, the whole valued at \$357. In January 1872 the Society further appropriated the sum of \$520 to constitute its members

(130 in number) also members of our Library for one year, conditioned that we should spend the amount for medical books under the direction of the Society. This condition has been complied with, and in consequence, a valuable addition has been made to our medical department. It is hoped, that the Medical Society will make similar appropriations for two years more, constituting its members life members of the library and affording them access to a carefully selected medical library.

The *St. Louis Institute of Architects* in December 1871 gave us their library, consisting of 13 volumes of folio illustrated architectural works, and 20 volumes of unbound architectural periodicals, besides specimens of marbles and building stones and a collection of architectural models, the whole valued at about \$450. The conditions of the gift were as follows : 1st, that certificates of life-membership in the Library be issued to all present members of the Institute; 2dly, that the Board of Public Schools allow the Institute the use of a room, free of expense, for its meetings, once a month; 3dly, that the School Board shall not annul the contract without first returning to the Institute the property given by it to the Library, or an equivalent for the same.

The *Engineers' Club of St. Louis, Mo.*, in January 1872, gave to our Library their entire collection, consisting of 52 volumes bound and 31 volumes unbound, chiefly of scientific periodicals, and valued at \$730. The collection was given on the following terms : 1st, that the Board of Public Schools allow the Engineers' Club the use of a suitable room, free of expense, for holding their weekly meetings; 2dly, that the Managers of our Library expend annually \$150 for such scientific periodicals as shall be designated by the Club; 3dly, that in case the School Board shall at any time see fit to annul this contract it shall first return to the Club all property hereby conveyed, or its equivalent; 4thly, that the Club shall pay to the Library the customary life-membership fees for all who are members of the Club on the 1st of March, 1872, and who may become members of the same thereafter.

The *St. Louis Art Society*, quite recently formed, is connected with our Library by the fact that two of the nine members of the Board of Managers of the Art Society are *ex-officio* members of the Board of Managers of our Library, to wit : the President of our Board and the Chairman of the Library Committee of the

Board of Public Schools ; and two others are appointed by the Board of Managers of the Library. The Art Society has been provided by the School Board with a room in the Polytechnic Building which it has contracted to occupy permanently. Already the society has begun to collect valuable works of art ; it must in no great time become possessed of art treatises and illustrated books—for these our library will offer a safe depository where they may remain the property of the society and accessible to its members, while affording to our own members a valuable addition to the reference library subject to their use.

The benefits accruing to our institution from the connection with it of these societies of learned men can hardly be overestimated, since it helps materially to make our Library what its managers have ever aimed at—the centre of the culture of our city.

READING ROOM.

From year to year, since its first opening in 1865, our Reading Room has continued to increase as well in the number and character of its periodicals, as in the number of readers who are attracted to it. The present room, that was considered ample for all our wants, when opened in 1869, is now altogether inadequate to the requirements of our readers. Within another year, at the present rate of increase, visitors to our reading room will hardly find in it room to sit down. Should the School Board consent to appropriate to our use a larger room, the apartment we shall vacate may be at once converted into a museum of Natural History, for which purpose it is admirably adapted. The collection of the Academy of Science could here be displayed to great advantage ; our Library already possesses a nucleus of geological and mineralogical specimens, as well as a small collection of interesting curiosities, and all these would be sure to increase very rapidly by donations once so fitting a depository was provided for them. That the carrying out of these plans is not too much to expect from the generosity of our School Board, is plainly shown by the cheerfulness with which that Board has always provided for our every want ; during the past season it has fitted up the vacant alcoves in the Henry Ames Hall with tasteful and ample book cases, relieving our previously overcrowded condition and giving us shelf-room for two years to come. Nor, on the other hand, can the requests of the Library appear excessive when it is reflected how many similar institu-

tions, in smaller cities than our own, are supported entirely by the School Board out of the public fund.

Our Reading Room now contains 177 Periodicals, divided as follows:

By languages :

English.....	156
German	16
French	5
Total	177

By classes :

Newspapers.....	32
Philosophy.....	1
Theology	16
General Science	6
Arts and Trades	31
Medicine	12
Pedagogy	14
Law.....	1
Literary and Miscellaneous.....	47
Illustrated	9
Juvenile	8
Total.....	177

IN MEMORIAM.

In June, 1871, our Library lost by death its first and firmest friend, IRA DIVOLL—the man, whose keen sagacity discovered the vacant field which our library has since occupied—whose unyielding perseverance and constant hope brought the library scheme to a successful realization; whose earnest zeal, infusing itself into the minds of all who were in any way connected with our Library, did more than aught else to raise it to its present position—a man, whose death not only we—not only our city—but our state and our western country, have cause to deplore.

He died in Baraboo, Wisconsin, and was temporarily buried there. It was his wish, however, that his remains be laid beside those of his children in Bellefontaine cemetery, near our city. Accordingly, in September and October, the Managers of the Library and the School Board appointed committees to receive the honored remains and escort them, with appropriate ceremonies, to their final resting place. The Masonic Hall, one of the largest halls in the city, was selected for the ceremonies of the occasion; they were held October 28th. The following very

accurate report is taken from the columns of the *St. Louis Dispatch*.

"Long before the hour appointed for the funeral services of the lamented Ira Divoll, late Superintendent of our Public Schools, the streets leading to Masonic Hall were lined with the numerous friends of the deceased, who were gathering to pay a last tribute of respect to one whom they had held in the utmost respect and reverence during life. By the time the hour appointed for the opening of the sad ceremonies had arrived, the hall, which had been appropriately decorated, was crowded.

The body, encased in a handsome rosewood burial case, was brought into the hall by the following named persons, who acted as

PALL BEARERS.

Messrs. Felix Coste, Thomas Richeson, Isaac L. Garrison, H. H. Morgan, James Richardson, Malcolm W. Miller, J. A. Gilfillan, Morris J. Lippman, Philip Stremmel, Z. G. Willson, Dwight Durkee and Isaiah Forbes.

The ceremonies were opened by the singing of an appropriate funeral hymn, by a large class of young ladies and gentlemen, who are teachers and pupils in the schools. Miss Anna C. Brackett, principal of the Normal School, then recited in a very impressive manner, the following

MEMORIAL POEM.

Right fitly hath a wiser poet said
That on this earth of ours,
Nought liveth but to glorify the dead ;
Not only blossomed flowers,
But all the pomp of land, and sea, and sky,
But serves to deck the tomb wherein they lie,
For, open-doored, with never-failing room,
The whole broad earth is but one mighty tomb.

The everlasting rock, its eternal floor,
The Master-Mason planned and laid of yore ;
O'er rough-hewn stones, the earth's soft carpet spread,
To deaden echoes from the careless tread ;
Then brightened all the mould's dull browns and grays,
With fairest flowers in knots, and wreaths, and sprays,
Set fair in living green, a glorious sight —
Perpetual wonder and still new delight.

Deep-rooted, firm, its lofty pillars rise —
 The solemn mountains, reaching to the skies ;
 Rising from shadowed, human-trodden ways,
 To where on trackless snow the sunlight plays ;
 Eternal silence lifting o'er all strife,
 As Death's sure rest o'er tops our restless life.

Above, its roof of deep, sight-baffling blue,
 The sun's majestic fire each day flames through ;
 Each night a silver lamp swings high and fair,
 By starry chains suspended in the air ;
 And day and night the changing clouds float by,
 Its many-colored gorgeous tapestry,
 That sways, and falls, with winds that blowing free
 Evermore,
 From shore to shore,
 Come laden with the solemn requiem of the restless sea.

Adorned, around, beneath and overhead,
 Within this tomb majestic, lay we down our dead,
 Nor could our deepest reverence sigh
 For more of beauty or of majesty,
 Fit tomb for noblest dead, the eternal will
 Hath wrought and finished it with patient skill.

Here lay we down our dead ! In such a tomb
 Our searching eyes can find no shade of gloom
 But filled with solemn awe, forget the tears,
 That would but shame the bravely conquered years.
 That would but shame the state wherein he lies
 Who rests to-night, hung round with starry skies.

Who recks the battle field, at set of sun
 That lies, all scarred, extorted victory won ?
 Who recks the crushed out flowers, the trampled corn,
 The wreck-strewn sod, with plunging bullets torn,
 When, firmly planted on the highest rise,
 The unsurrendered standard fronts the skies ?
 What though the hand around its staff be cold,
 And mute the lips that shouting, led the van ?
 By prostrate forms the victory is told,
 Won by the immortal, God-given will of man !

That mightiest power, without whose living flame
 All personality were but a name !
 That mightiest power, the God-given human will,
 That dares to front the armed hosts of ill ;

That stands serene and clear, high poised o'er all
 Through changing time and tide that may befall ;
 That over passion's tempest-tossing sea,
 Uplifts the sceptred sign of royalty ;
 That through all toils holds still its steady way,
 Self-lighted through the night as in the day ;
 That wrings all treasures out of emptiness ;
 That climbs upon all failures, to success ;
 That, owning not its kinship to the dust,
 Takes on no dimmest sign of moth or rust
 Though faint the body grow, though spent it lie —
 O, God-given power that will not, *cannot* die,
 Sure sign and zeal thou art of Immortality !

Reverent, we commemorate the ordered Will
 That fired these ashes lying now so still

Well might we linger fitly now and here,
 To tell the kindly deeds, the words of cheer ;
 The liberal freedom given, the wise restraint
 We, who have known them, need no words to paint.
 Not tardy he to praise, nor swift to blame ;
 Generous to recognize a fair-earned fame ;
 Far-sighted, reading for the future days —
 Easy it were to add to terms of praise,
 Yet high above them all there shineth still
 The life in life, the indomitable will.

Not swift or easy was the victory ;
 The sun was high,
 And long the march before the fight began ;
 To lead the van
 'Gainst ambushed foe the wariest skill demands,
 Nor lacked it at his hands

To guard in silence wise the planned attack,
 And firmly to hold back
 His squadrons till each well-aimed stroke would tell,
 He knew full well ;
 Then steadily all vantage to maintain —
 Foothold for farther gain.

Not swayed by lawless impulse wild and blind,
 With aim still clear defined,
 He knew to sacrifice with steady hand
 The lesser profit planned
 To gain the far off greater, and to wait,
 He did not learn too late !

Nor under skies serene the fight was waged ;
For fiercest tempests raged,
And all the air grew dark, and what would be,
No clearest eye could see ;
Yet, facing all the doubtful horoscope,
He bated not one jot of heart or hope.

One summit gained, he only paused to view
The field for emprise new ;
And while all doubtful seemed, serene he bore
The standard on before,
And crushed discouragement and doubt — defeat,
Beneath his unfaltering feet.

Nor dreamed he, dauntless, when with wounds he reeled
To quit the hard-fought field ;
Borne back to breathe, yet ever fresh returned ;
While still there burned
The flame of life, uprose his unwavering cry
“In harness let me die !”

So, girt about with harness of brave will,
He falling, conquered still.
No tear-strewn flowers befit his hero rest ;
With fadeless laurel on his breast,
We lay him down at last to-day beside
The trampled field where fighting long, he died.

On such a field no mournful cypress waves ;
Thick springs the golden harvest round the graves.
No weak lament shall haunt the place with fears.
But hearts shall stronger grow in all the years,
Through memory of that one brave fight with pain,
Till earth's great loss become her greater gain.

The recital of the poem was followed by Mr. William T. Harris, Superintendent of Public Schools, who read a

EULOGY ON THE DEAD.

My friends: We are gathered here on this October morning for no empty ceremonial—no cold tribute of respect for him that is gone. While the autumnal smoke settles down upon our hills like a shroud, and the ceaseless fall of the leaves goes on—in our hearts, responsive to outward nature, there dwells a deep sadness, as we come to pay our tribute of respect to the memory of one endeared to us by personal ties and public services.

In our pioneer life, building up a new civilization here in the West, how closely we become attached to our fellow-laborers and especially to our leaders and directors in the great enterprises that open before us, one by one! In other lands and in other days, it has been the joint task of many generations plodding along at the usual rate, to perform the work which falls to us once in each decade. It is a grim struggle, and the strongest soon wear out and drop away from us into their silent graves, while we, who live and toil on, grow lonely and yet lonelier with each succeeding loss. It is allotted to us in one generation to subdue an unbroken wilderness; to build cosmopolitan cities with thoroughfares of iron and stone branching out in all directions through the land; to develop its resources, agricultural, mining, manufacturing; to organize institutions—the church, the school, the court of justice. We cannot choose, but must accept our work and perform it as best we may. Unless we do it well we shall suffer here and now for it. The population will come; it is a necessity that food, clothing and shelter be created and distributed for them at the same time that institutions are organized to make sure their well being. It is thus no wicked waste of life that we lament, but a conscientious sacrifice of self at the call of duty. The devoted missionary risks his life amid pestilential climes in order that he may carry the light of religion to the benighted heathen; the patient soldier goes into the fight at his country's call, careless of life, if sacrificed for the State. Public sentiment honors self-sacrifice in these instances; nay, more, it honors it wherever disinterested zeal for public good prepares a martyr's grave.

To live for the sake of living is base; life is but a means given us in order that we may achieve with it a rational purpose. Thus in the midst of our grief at the final departure of our friend, we find consolation in the consideration of the objects and ends to which he devoted his life. These still remain with us, and we inherit at last all that he achieved, and with it the task of further realizing whatever was great and noble in his plans.

The net result of each man's life is his character. It is not the particular acts of to-day or yesterday that tell; these may be contradictory. It may happen that some whim or caprice, some outside influence prevails for the moment and gives occasion to the quality of the deed; to-morrow it may be a different

whim and the reverse deed will be the result. Character lies deeper, and is the axis of man's life. It is not formed by the direct influence of external circumstances, but by the reaction of the will against these circumstances. It is the product of self-determination. In the formation of his character, man reacts upon the world around him, and moulds it by his will. In this active exercise of his will upon the outer world, he unconsciously becomes a fixed and definite character; his nature is a bundle of habits which he has formed in the endeavor to achieve some object in the world at large. Thus it appears that the formation of character is not a private isolated affair, something that may go on apart from mankind, and relate exclusively to the individual himself; on the contrary, it is the intermingling and correlation of wills that constitute it. Hence the formation of character is the realization of what is common to individual wills; it is the adoption of a universal or general will. This will we call the moral will; one squares his deeds by the common form, and comes gradually to live and move and have his being in the realization of a rational purpose.

In the final result man is character, and that alone; not what he knows, but what he wills, is his essence and personality, For this he is held responsible throughout the universe; so much belongs to him, and he alone is author of it.

At the completion of this life the individual takes with him as his own only his character; and strange as it may seem, his most valuable legacy left to his survivors is also his character.

Altogether fitting it is, therefore, while we bow with sorrow under this, our bereavement, to gather up such considerations as offer themselves in the life of the departed. And first, let us briefly recur to the circumstances of his external history, which form the less important side of his life; afterwards we will consider more at length the part he bore in his vocation, and the significance of this when viewed from the general purpose of society.

Ira Divoll was born in Topham, Orange county, Vermont, in October of the year 1820.

In his early childhood and youth he lost first his father, then his mother, and the care and nurture which he missed in them was received from his elder brothers and sisters. From boyhood he was noted for his dignified and manly turn of mind, always industrious either at his books or some useful employ-

ment. With the aid of an elder brother he fitted for college, and in 1848 graduated from Burlington University, having been delayed one year in his course on account of illness. In December of the same year he removed to New Orleans and took charge of a grammar school there as principal. Subsequently he opened a private classical school, which was very successful. Meanwhile he had devoted his leisure to the study of law, attending lectures in the intervals. In March 1852, he was admitted to the bar of Louisiana. In August of the same year the yellow fever brought him near to death's door. Recovering, he continued the practice of law until 1855, when he came to St. Louis, thinking to improve his health by a more northern climate. After studying carefully the code and forms of Missouri, he was admitted to the bar in this State. Subsequently finding leisure time, he employed it in writing educational articles for the newspapers. Becoming known to the friends of the schools here in this manner, in 1857 he was elected Superintendent. Of his annual election for eleven successive years to the same office; of his final withdrawal from the city schools, and his election as State Superintendent of Public Instruction, I need not speak; you are all familiar with the facts. During the latter years he struggled against a pulmonary disease, and exhibited the most extraordinary recuperative powers. After a short visit to New Orleans in the spring, anticipating the return of mild weather and escaping the rough winds of March, he would return here with a new lease of vitality. The energy of purpose, the dauntless hope which he manifested in combating the mortal enemy was a continual source of admiration to his friends. He seemed to baffle his disease by ignoring it, and by concentrating all his powers on the realization of some grand purpose. Even in his last illness he would persist in regarding his detention in doors as merely a temporary matter; he "expected to be out in a week or so." Whether it were possible for him to have lived longer in a more favorable climate, or with less hard work, is idle to speculate. Certain it is that no life was to him worth living except one devoted to work. When he assumed a responsibility, it was to him, before all other things, the object of his life to be equal to the emergency. He held himself erect, and repelled disease by the force of his will, bent upon his object.

In order that we may properly estimate Mr. Divoll, as an educator, we must consider for a moment the function which the

Public School holds in our civilization. Our National idea of freedom is here to be realized only by means of productive industry. The creation of wealth is its immediate object. Hence the end and aim is first to secure the possibility of wealth, to each and every individual in the nation. The directive power of the country is absorbed in subjugating nature. But for this purpose intelligent skill is demanded. Hence the laborer must be educated. Since there is to be, for all, the possibility of wealth, all must be educated. In this statement it seems that we have inverted means and end. For one would suppose that rational intelligence were of more importance than mere wealth. But in fact, people ask the practical question, "What is the use of this or that branch of study?" and not "what culture does it bring." On the other hand if we look on another side of the subject we see that there is a great positive value to the position taken, even though it is materialistic. It has been the tendency of industry in former ages and countries to degrade the laborer into a machine. It is clearly the tendency of our civilization to elevate the laborer to a directive power and to emancipate him from the drudgery of labor by the aid of invented machinery. Thus, formerly, the human laborer was rendered half-brute; now the rude powers of nature are utilized and rendered half-human. All this is possible only by means of education of human intelligence. Thus even in the grossest and most materialistic view of our civilization there is a deep rational purpose, and the selfishness of man builds wiser than it knows; it is overruled by a deeper wisdom.

In defining the functions of education as it is made to exist by society in the form of public schools, its twofold character becomes obvious. If man is to assume a position of higher directive power; if he is to live in a State where he governs himself, and engage in some useful sphere of industry wherein he makes his brain save his hands, letting the rude forces of nature do the work he marks out for them, it is clear that above all things his education must be a training of the will. Is it not a notable fact that American public schools always lay more stress on discipline than on the speedy acquirement of knowledge? The utmost energy of the teacher is expended in securing from all his pupils the formation of correct habits. Industry, punctuality, regularity, respect for the rights of others — these are the cardinal virtues of the school-room, and are the foundation of its order.

"Order is Heaven's first law"—this is the maxim of the school-room in America. The reason is plain—in our society and government we aim to place as few safeguards as possible around the individual from without, and therefore our system of education must make the character strong and self-determining from within. The individual who shall be called upon for directive power, must first learn self-direction. How can we trust the engineer on the train if he has not a thorough character for regularity and punctuality? Without these, a collision is inevitable. So it is with all direction of machines, and what labor is not performed by machines now? Industry, regularity and punctuality, are the indispensable culture for it. So in the higher realms of directive power; in the control of institutions and in civil government, such self-culture, courtesy, and obedience to rule as the school engenders, is absolutely essential to success. It may be obtained elsewhere and subsequently, but there is no place where it is so well learned as at school. The acquirement of knowledge is subsidiary to this discipline; at least such is the theory and practice of American schools. It is not strange to find the instruction degenerating into a mechanical routine under the too preponderant influence of the strict discipline. This evil gives us more trouble now than all others. Under the strict tension of the will, the mind is not so receptive of knowledge; it is always prone to become merely formal—a parrot repetition. But the rational purpose of the great stress laid upon discipline in our schools is obvious. Under a monarchical form of government, where external limits are everywhere found for the individual in society; where he is not to be called upon for independent self-direction, it is naturally to be expected that less stress is laid upon discipline in the school-room; it follows accordingly that the acquirement of knowledge proceeds there in a more genial and natural manner.

It is necessary to keep in view this function of the public school to understand Mr. Divoll's enthusiastic devotion to the cause of popular education and to appreciate his services therein.

He was a man rather of practical power than of deep cognition. His early home influences were those of strict observance of the conventionalities of society.—He never had any boyhood. This he says of himself. To be industrious in work or study—and to be always in earnest, this was his early acquired habit. From his outlook upon human nature and society there appeared one

immediately pressing problem: how to make useful members of society of the youth growing up under such a frightful lack of external control. He looked abroad into the community as he found it in the West—in New Orleans and St. Louis—and saw that without education our civilization has no provision for the salvation of the individual. He was even less cared for than the dumb beasts. Without education and habits formed by correct discipline he soon drifted away from the landmarks of society and became an outcast. In the public school, and particularly on its disciplinary side, Mr. Divoll found what seemed to him an all-important instrumentality for the well-being of humanity. To this he devoted his best powers. Accordingly, in his first school report, published in 1858, he devotes a chapter to the "Educational wants of the city." Making a careful estimate of the number of children of school age in the city and deducting therefrom the enrollment in public and private schools, he finds that at least eight thousand children of proper school age are not registered for a single day in the year in any school, public or private. He next proceeds to call attention to the relation which "this infantile army bears to the community, and the duty which the community owes to it." I quote his words: "The sources of *crime* are found almost exclusively among this class of children. Criminals rarely become such in mature life. The majority of them have begun early, gone on regularly, pursued their education systematically, and formally graduated in their profession." "The stream of crime, as it flows on, becomes broader, and deeper, and fouler, gathering strength rather from increasing cunning, experience, and aptness than from additional numbers. It supplies recruits for our schools of reform, for our houses of refuge, for our work houses and for the prisons and penitentiaries. And thus it is that crime is continually starting up anew and growing and ripening in our midst, gnawing at the very vitals of society, festering and cankering in its bosom, and sapping the foundations of government." "If there is any possible remedy for these great social cankers it is education, universal education, and by this term is meant not merely the teaching of children to read and write, but such an education as completely unfolds and develops man's whole nature—his moral, mental and physical powers. With such an education conferred upon every child in the community, commenced when he is six years of age, and continued until he is sixteen, there is no doubt

but that the evils of crime, poverty, and mendicity would be a hundred fold diminished—almost prevented and extirpated.” He goes on to show from statistics of reformatory schools that they have reformed as many as eighty-nine per cent. of their inmates, though the latter had been inured to vice and crime. If strict discipline enforced for a few months in a reform school, can work such a change in the character, “will not”, he asks, “ten years wholesome training in a public school prevent at least ninety-nine per cent. of children from ever becoming vicious and criminal?” Obvious enough; accordingly he urges on the Board the increase of accommodations, the building of new school houses. This labor of Mr. Divoll was his most eminent service in the cause of education here. I speak of his efforts to get the school system extended and to make it more popular in the community. It was all carried out in full view of the transcendent importance of discipline. There were many new school buildings erected; these were, through his influence, made on a new plan, securing more efficiently the penetration of the teacher’s influence among the pupils, and the consequent better government of the school by milder methods. The increase of school accommodations necessitated greater financial resources. These were obtained. The schools grew rapidly under his policy, and but for the war I doubt not would long since have been equal to the wants of the population.

There should be at least sixteen per cent. of the entire population in school. Although our per cent. has increased, there is scarcely eight per cent. in the public schools of this city, and thirteen per cent. in all schools, public and private.

The soundness of Mr. Divoll’s views on the importance of early and thorough school discipline in forming good citizens has received recent confirmation of the most emphatic kind in the statistics brought to light at the late National Police Convention in this city. It was there shown that, taking the average of juvenile criminals throughout this country, sixty per cent. are orphans or half-orphans. Is it not a stigma on our boasted civilization that the orphan and destitute should thus left to grow up without care and guidance?

Of the great directive powers that live for the benefit of society, we are told there are three orders: the *inventors*, the *organizers*, the *administrators*. The first of these gets deeper or higher than the ideas of his time and generation, and announces a new con-

viction as a guiding principle for men. The organizer is the one who reduces the idea to a practical institution, makes it something that can actually exist. Lastly, the one who administers may be neither a man of ideas nor of organizing ability; he merely has to apply the organized institution to the existing facts. He needs no more than run in the ruts prescribed. Of these three directive powers Mr. Divoll held the second rank: he was an organizer. For mere ideas, apart from their realization, he cared little. He was all the more intense in his devotion to the work of setting up and making thoroughly practical the ideas of his vocation. They could not be buttressed on too many sides for him. No labor was too exhausting for him to undertake, if it was necessary to add strength to his cause.

It was this that led him to labor for the establishment of a public school library. There must be some instrumentality that kept hold of our youths after they left school. While in our schools they stayed barely long enough to learn how to read and write; could they not be supplied with the "what to read" as well as taught the "how to read"? Obviously, the Public School Library should do this. Such libraries had been established already, but had proved failures wherever tried. Mr. Divoll clung to the idea, and pondered the best mode of organization. He sought an institution which would prove self-supporting and self-preserved at the same time. The result of his labors is the Public School Library of this city, and numerous institutions formed on the same model in other thriving towns and villages in the west.

In this plan of instituting libraries we find another evidence of the practical clear-sightedness of Mr. Divoll. That the school was more for discipline than instruction; that after discipline the means of instruction should be provided, was his idea of our system of school education. With the proper discipline the pupil becomes an industrious investigator; let him loose in the library and he will become learned. In every community there should be a sufficiently complete library of convenient access to all. Its admission fee should be nominal; still it should be something, in order that even the poor shall feel that they pay for their privileges and are to that extent proprietors. The public school and its library render possible a perpetual education in the community. This was the idea of Mr. Divoll.

In his administrative capacity he was eminently successful.

The difficulties of the position he filled can best be understood by one who attempts to fill a similar one. The four-fold relation to teachers, pupils, patrons, and the Board of Directors—how well he knew its details. The teachers here well remember that kindly relation that existed for eleven years. Considerate to the last degree was he of the onerous duties and trying perplexities which beset the profession of teacher, and in him was always found a friend to succor and assist. Always patient and courteous, he never trifled with a case submitted to him, but met the teacher with frankness and sincerity. It did not matter how much engrossed he might be with the care of great measures, he always took good heed to let no cloud come between him and the teacher. Such confidence and respect as was the fruit of this long continued relation endured and endures still in the hearts of all who remember him.

In his relation to the Board he showed himself a superintendent who gave all his waking thoughts to projecting and maturing measures for the aggrandizement of the public schools. Always fertile in suggestions, cool and conciliating in the presence of conflicting opinions, he aimed to push forward the plan that should most benefit the schools, and in this he was ever ready to sacrifice his own claims to prominence as an originator.

His relation to the pupils — his labors for their welfare, were well timed; this is evinced by the throngs that visit the Public School Library. The community at large appreciate his labors. His enlightened views are indelibly impressed upon the school architecture, the classification and arrangement of the separate school organizations, on the methods of instruction and discipline and upon the frame-work of regulations and rules by which the whole system is managed.

His ideas are shared by the people in this great land. Education in public schools is essential to the prosperity of the country. Wherever the great mills and shops shall rise, there also shall arise the school house, equally a symbol of an industrial civilization.

In the contemplation of the character of this brave, earnest man, there is a fund of consolation and encouragement for us who have his labors to complete. It comes into the sadness of this autumnal day and lifts from us a portion of its gloom. We become aware that the good man lives in his works. In their presence the voice of eulogium becomes silent. The loudest

praise is the quiet recognition and adoption of his measures on the part of the community; by this he is enrolled as a public benefactor."

The singing of another funeral hymn was followed by a prayer and benediction by Rev. Dr. T. M. Post, after which an announcement was made to the effect that carriages were provided for all who wished to attend the remains to the cemetery. The coffin was then carried out, the vast assemblage rising and maintaining the utmost silence. The procession, headed by the members of the Board of Education, then formed and moved to Bellefontaine Cemetery.

The following statistical items show the progress and condition of the library :

COMPARATIVE TABLE.

	Volumes.	Perpetual Membership, vested in High School.	Life Members.	Temporary Members.	Total Membership.	Vols. issued.	Cash Receipts.
December 1st, 1865.....	1,500	..	343	200	543	.....	\$ 5,726 65
January 1st, 1867.....	9,623	..	493	1,432	1,925	31,572	9,478 30
May 1st, 1868 (16 mos.).....	11,592	..	597	2,978	3,575	76,657	17,286 30
May 1st, 1869	12,100	30	792	2,761	3,583	55,139	4,340 35
May 1st, 1870.....	20,076	30	996	2,146	3,172	53,756	11,682 20
May 1st, 1871.....	21,833	30	1,170	2,560	3,760	65,137	11,923 85

BOARDS OF TRUSTEES.—PUBLIC SCHOOL LIBRARY SOCIETY.

1865. *S. D. Barlow* (Felix Coste), Ira Divoll, C. F. Childs, Anna C. Brackett, (*ex officio*) ; Wm. G. Eliot, Jno. Conzelman, C. W. Mills, Kate T. Wilson, T. B. Edgar, Jas. Richardson, J. A. Gilfillan, Eliza C. Dunham, C. S. Greeley, *C. W. Stevens* (*S. D. Barlow*), Wm. T. Harris, Ellen C. Clement, (*elected*).

1866. *F. Coste* (*Thos. Richeson*) (Jas. Richardson), Ira Divoll, *C. F. Childs** (*H. H. Morgan*), Anna C. Brackett, (*ex officio*) ; T. B. Edgar, *Jas. Richardson* (*Thos. Richeson*), *J. A. Gilfillan* (*Geo. Partridge*), Eliza C. Dunham, C. S. Greeley, *S. D. Barlow*, Wm. T. Harris, *Ellen C. Clement* (*Felix Coste*), Kate T. Wilson, Wm. G. Eliot, Jno. Conzelman, *C. W. Mills* (*Geo. W. Nash*), (*elected*).

1867-68. *S. D. Barlow*, Ira Divoll, *H. H. Morgan*, Anna C. Brackett, (*ex officio*) ; *C. S. Greeley*, *Jas. Richardson*, *Wm. T. Harris*, *Felix Coste*, *Kate T. Wilson*, *Wm. G. Eliot*, *J. Conzelman*, *G. W. Nash* (*C. F. Meyer*), *Thos. Richeson*, *T. B. Edgar*, *Geo. Partridge* (*E. Peacock*), *Eliza C. Dunham*, (*elected*).

* Died.

1868-69. F. Coste, Wm. T. Harris, H. H. Morgan, Anna C. Brackett, (*ex officio*); Kate T. Wilson, Wm. G. Elliot, J. Conzelman, C. F. Meyer, Thos. Richeeson, T. B. Edgar, E. Peacock, Eliza C. Dunham, Jno. D. Finney, C. S. Greeley, Jas. Richardson, Ira Divoll.

BOARDS OF MANAGERS.

Since the Transfer of the Library to the School Board.

1869-70. F. Coste, Wm. T. Harris, H. H. Morgan, Anna C. Brackett, (*ex officio*); R. J. Rombauer, M. J. Lippman, J. D. Finney, C. L. Lips, E. Peacock, (*Library Committee of School Board*); S. D. Barlow, Jas. Richardson, Thos. Richeeson, E. T. Merrick, Ira Divoll, Kate T. Wilson, Eliza C. Dunham, (*elected members*).

1870-71. F. Coste, Wm. T. Harris, H. H. Morgan, Anna C. Brackett, (*ex officio*); Phil. Stremmel, R. J. Rombauer, M. J. Lippman, *Julius Conrad*, (W. D'Onch), E. Peacock, (*Library Committee*); Ira Divoll, Geo. Partridge, S. D. Barlow, Thos. Richeeson, Jas. Richardson, Eliza C. Dunham, Kate T. Wilson, (*elected*).

1871-72. F. Coste, Wm. T. Harris, H. H. Morgan, Anna C. Brackett, (*ex officio*); R. J. Rombauer, H. C. Hamilton, C. L. Lips, W. H. Cooper, N. Guhman, (*Library Committee*); Jas. Richardson, Thos. Richeeson, D. Durkee, S. D. Barlow, Geo. Partridge, Eliza C. Dunham, Kate T. Wilson, (*elected*.)

OFFICERS.

Year.	President.	Vice President.	Secretary.	Treasurer.	Librarian,
1855.	<i>S. D. Barlow.</i> (Felix Coste.)	C. S. Greeley.	A. Miltenberger.	Jas. Richardson.	<i>Ira Divoll.</i> (Jno. Jay Bailey.)
1868.	<i>F. Coste.</i> (Th. Richeeson.) (J. Richardson.)	C. S. Greeley.	<i>A. Miltenberger.</i> (R. Fenby.)	<i>Jas. Richardson.</i> (W. H. Maurice.)	Jno. Jay Bailey.
1867-68.	<i>J. Richardson.</i> (S. D. Barlow.)	C. S. Greeley.	Nath. Myers.	W. H. Maurice.	Jno. Jay Bailey.
1868-69.	<i>F. Coste.</i>	C. S. Greeley.	Nath. Myers.	W. H. Maurice.	Jno. Jay Bailey.
1869-70.	Ira Divoll.	Wm. T. Harris.	Librarian, <i>ex off.</i>	Chas. Enslin.	Jno. Jay Bailey.
1870-71.	Ira Divoll.	Wm. T. Harris.		Chas. Enslin.	Jno. Jay Bailey.
1871-72.	J. Richardson.	Wm. T. Harris.		J. H. Britton.	Jno. Jay Bailey.

N. B. Names in italics went out of office, became *ex officio* members, or resigned. Names in parenthesis took the places vacated.

LIFE MEMBERS: NOVEMBER 1, 1870, TO FEBRUARY 1, 1872.

Geo. R. Alderton,	Tho. P. Dement,	Eliot C. Jewett,	Matilda Rooth,
Addie M. Alexander,	R. Desbonne,	J. Johnston,	Melinda S. Rutherford,
Emma V. Allen,	L. L. Divoll,	Thos. P. Jones,	Maria M. Rutter,
James X. Allen,	Geo. Dougherty,	Mary J. Joslin,	J. N. Ryan,
August Amb,	Jas. Dougherty,	E. Jungenstein,	Annie St. James,
Arthur Amson,	Jos. L. Dryden,	Julia B. Juvet,	Matilda Samuel,
Jas. W. Anderson,	Jno. Dunlap,	Louisa Krach,	Mary Saxon,
Louis Andréo,	Jas. M. Durdy,	Bertha Langsdorf,	Jno. J. Schallert,
Belle Andrews,	Ruth Durga,	Alex. R. Lapeyre,	Adolph E. Schmidt,
Thos. M. Ashworth,	Josie M. Dussucholl,	A. A. Lasar,	Louis Schmidt,
Fannie M. Bacon,	J. C. Edgar,	Rule Letcher,	Bertha E. Schumacher,
Lizzie A. Bacon,	Ida M. Eliot,	Ernst Letzig,	Ella M. Scott,
Bertha Balmer,	David Ellis,	Wm. Levi,	Helen A. Shafer,
Rosalie J. Balmer,	Jas. H. Ely,	Marianne Levin,	Jno. G. Shelton,
Geo. I. Barnett,	Willie Endries,	Julia Levy,	Henry C. S. Shockey,
Jno. Barr,	Jacob Erb,	Samuel Levy,	Miriam Simmons,
Winthrop Bartlett,	Newman Erb,	Wm. N. Loker,	David Skutsch,
Fannie K. Beall,	Rosa Ewald,	Rebecca Londoner,	Arden W. Smith,
Nannie H. Berthoud,	Lillie K. Fagin,	Edward H. Long,	L. Wm. Smith,
Julia A. Bicknell,	G. A. Finkelburg,	Matilda J. Long,	S. M. Smith,

Lillie Bilbrough,	Basil P. Finley,	Alice W. Lyle,	Matilda A. Sommers,
Ida M. Blanke,	Wash. E. Fishel,	Louis Lyman,	Jos. H. Stannard,
Henry T. Blow,	Augusta Fisher,	Michael Lynch,	Ella L. Staples,
C. Beal Bordley,	Cornelia B. Fisher,	Ada McBrine,	Jas. R. Stockton,
T. W. Brady,	Amanda Ford,	Phil. McCahill,	Benj. Strauss,
Alice V. Brison,	Albert Fox,	Franz S. McCosh,	Lillie H. Sumner,
J. Finney Brooks,	Louis H. Frelligh, Jr.,	Edw. L. McDonough,	Chas. J. Tanner,
B. Gratz Brown,	Jno. Freudenstein,	Chas. G. McKinley,	Jos. T. Tatum,
Jerry M. Brown,	Millie Fruchte,	Wilda McKinney,	Alfred Taussig,
Jno. Brown,	Eliza Galbraith,	J. H. McNamara,	Benj. Taussig,
Henry M. Bryan,	Maggie E. Gallier,	Jno. H. Marquard,	Louis Taussig,
Edward C. Buechel,	Carolina Garroll,	Jno. C. Matlack,	A. Lea Thompson,
M. Robert Burns,	Gertrude Garrigues,	Chas. Mauch,	West T. Thompson,
Chas. H. Buschmann,	Josie V. Garrigues,	Harry Mendell,	J. R. Tiernan,
Sherman H. Butts,	Emma Gates,	Jas. B. Merwin,	John K. Tiffany,
Malcolm Calvert,	Wm. D. Gillespie,	Mrs. Francis Minor,	Samuel A. Todd,
Jno. R. Carr,	Harry Givens,	J. F. Mitchell,	John H. Tomkins,
Charles P. Carroll,	Alvine Gosejohan,	Lucy A. Mitchell,	Jules F. Vallé.
Wm. J. Carroll,	Fred. Gottschalk,	John Monteith,	Mary Vallé,
Clara Cecil,	Geo. H. Gould,	Minnie Mulford,	Maurice E. Wahlert,
Wm. Cecil,	Fannie R. Greene,	Adolph F. Nelson,	Carrie Wall,
Joshua Cheever,	Edward Greve,	James Nicholson,	Ida Wamsanz,
Amelia Child,	Sarah A. Grizzell,	Laura F. Nieters,	Emerretta A. Waters,
Chas. B. Clarke,	Rebecca Grocott,	Louisa Nohl,	Fannie Waters,
Mrs. Jno. Clinton,	Bertha Haas,	Jos. Nutt,	Mary J. Waters,
Chas. H. Cocker,	Albert J. Handy,	Emma Obermeyer,	Leonard K. Watkins,
Edward E. Coleman,	Sarah R. Handy,	G. W. Osborn,	Eugene F. Weigel,
Horace Collins,	J. W. Herthel,	Heleca A. Page,	Jos. Weigle,
Wm. H. Conway, Jr.,	Henry Hiemenz,	Geo. T. Parker,	Erastus Wells,
Willie Corbett,	Britton A. Hill,	Wm. J. Passmore,	Alfred O. Wharton,
Louisa Coste,	Lizzie Hill,	Lydia A. Prescott,	James W. Whitelaw,
Emile Cougot,	Mary Hill,	Geo. W. Purdy,	Annie A. Whitley,
Mary Ann Culkin,	Wm. C. Hill,	F. Wm. Raeder,	Francis Whitney,
Ward Cunningham,	John Hogan,	Nicoll Raynor,	Wm. C. Wilson,
Frank Cutler,	Orilla Howard,	Louisa K. Ringen,	Herbert S. Wolcott,
Minnie K. Davis,	Mary E. Hughes,	Julia Ringling,	Edward B. Wolff,
Frank F. Dehaut,	Rebecca M. Huntington,	Sanford S. Ritchey,	Henry A. Wood,
Andrew G. Delitt,	F. A. Hutchinson,	R. E. Rombauer,	Horatio Wood,
Leeto Dempewolf,	H. G. Isaacs.		

LIST OF DONORS.

November 1st, 1870, to February 1st, 1872.

	Vols	Pph		Vols	Pph
Geo. F. Adams .....	..	1	Massachusetts State Board		
American Peace Society ..	..	22	of Health	1	2
" Pharmaceutical	..		J. W. Matthias .....	..	3
Society .....	..	4	Geo. Maurice	4	..
" Soc. Science Ass'n ..	..	6	J. B. Merwin .....	..	4
" Unitarian Ass'n ..	..	1	M. W. Miller	1	..
T. M. Ashworth	1	..	Minnesota Historical Soc.	..	1
Geo. O. Atherton .....	..	24	F. Minor	93	..
O. M. Baker	12	15	Missouri Medical Assoc'n ..	..	2
Mrs. C. Berthoud .....	..	110	Thos. J. Moffet	1	..
M. Binney .....	..	23	H. H. Morgan .....	..	18
Hon. F. P. Blair	14	2	M. L. Muhleman .....	..	21
Boston Merc. Library Ass'n ..	..	1	C. W. Murtfeldt	2	..

	Vols.	Pph.		Vols.	Pph.
Boston Public Library	10		Edward B. Neely	1	
F. I. Boudreaux	1		New Church Congreg. Union	2	
James A. Boyd	1		New York Merc. Lib. Ass'n	4	
Anna C. Brackett	13		" Society Library	2	
Brooklyn Merc. Lib'y Ass'n	2		" State Library	1	
Buffalo Y. M. Ass'n Library	1		Peabody Institute	1	
A. F. Caldwell	4		Philadelphia Merc. Lib. Co.	1	
E. Casselberry	1		J. D. Philbrick	3	
C. F. Chandler	6		Pittsburgh Merc. Lib. Ass'n	1	
H. Chaney	1		G. W. Ready	1	
Cincinnati Public Library	2		Redwood Library (Newport)	13	
Mrs. C. A. Curtis	1		Chas. V. Riley	3	
Fannie Davies	1		St. Louis Board of Public Schools	167	76
I. E. Diekenga	1		" Institute of Architects	33	..
Ira Divoll	1	1	" Law Library Ass'n	1	..
Anna M. Dornin	1		" Medical College	2	
D. Doty	1		" Medical Society	56	491
Hon. C. D. Drake	7		" Merc. Lib. Ass'n	2	
Col. Jas. B. Eads	1		San Francisco Merc. Lib. Association	1	
Gen. Jno. Eaton, Jr.	1		Hon. Carl Schurz	3	
M. Louise Eaton	1		Silas Bronson Library	1	1
Engineers' Club of St. Louis	83		David Skutsch	2	30
Hon. G. A. Finkelnburg	8		Sherman Spencer	6	2
J. J. Fitzwilliam	1		Mrs. A. R. Smith	3	..
Gen'l Soc. of Mechanics and Tradesmen, N. Y.	2	30	Thad. S. Smith	8	..
Wm. T. Harris	1	29	R. P. Studley & Co.	1	10
Hendricks & Chittenden	1	..	Syracuse Central Library	2	
T. W. Hoit	4	..	Mrs. E. A. Turner	1	
J. W. Hough	4	..	United States Government	31	1
Gen. A. A. Humphreys	6	..	Vermont Historical Society	1	
Francesca Hunt	5	..	" University	1	
Ills. & St. Louis Bridge Co.	17		T. R. Vickroy	1	..
Iowa State University	1		Jos. E. Ware . . . . .	..	1
Hon. D. T. Jewett	44	5	Warrensburgh, State Normal School . . . . .	..	2
H. M. Jones	1		Washington University (St. Louis) . . . . .	..	2
Dr. Thos. Kennard	1		Watertown Free Public Lib. . . . .	..	2
John Kennedy	1	1	F. B. Way	1	..
Hon. Wyllys King	1	..	Hon. E. F. Weigel	4	..
Kunkel Bros.	12		Hon. Erastus Wells	177	1
Lansing Library Assoc'n	1		W. H. Wharton	1	..
Library of Congress	2		E. E. White . . . . .	..	10
Lincoln Institute	1		J. O. Wilson . . . . .	..	1
Willie Lingo	2		Worcester Free Public Lib.	1	2
Louisiana (Mo.) Lib. Ass'n	1		A. H. Worthen	1	..
Jas. McDonough	1		James E. Yeatman	1	..
McKee, Fishback & Co.	3				
R. McKenna	23				
Manchester Public Free Libraries	1	3			
Massachusetts Board of Education		1			

Gifts of coins, specimens, curiosities, &c., were also received from the following:

Mrs. Caroline Dorn,	Geo. Maurice,	H. G. Pollock,
J. L. Jones,	Fred. Outley,	David Skutsch.

PERIODICALS FURNISHED BY THEIR PUBLISHERS, FREE OF CHARGE.

St. Louis.	Medical & Surg'l. Journal, Medical Reporter, .	Commonwealth (Boston), Major & Knapp's Ill. Monthly,
American Entomologist,	Mo. Democrat,	Mo. State Times,
Anzeiger des Westens,	Mo. Republican,	Mo. People's Tribune,
Central Baptist,	Mo. Staats Zeitung,	New Church Independent,
Central Christian Advocate,	Neue Welt,	New Jerusalem Messenger,
Church News,	Daily Times,	Our Dumb Animals,
Coleman's Rural World,	Western Educational Review,	Pennsylvania School Journal,
Dispatch,	Western Homewop. Observer,	Religious Mag. & Monthly
Freemason,	Westliche Post.	Review,
Home Journal,		Wisc. Journal of Education,
Journal of Agriculture,	ELSEWHERE.	Woman's Journal.
Journal of Commerce,		
Journal of Education,	A'm'n Educational Monthly,	
Journal of Specul. Philosophy,	Christian Statesman,	

LIST OF PERIODICALS IN THE READING ROOM.

February 1st, 1872.

DAILIES.

Baltimore Sun,	New Orleans Picayune,	St. Louis Journal of Commerce,
Boston Post,	New York Herald,	St. Louis Evening Dispatch,
Chicago Times,	New York Times,	St. Louis Mo. Staats Zeitung,
Cincinnati Commercial,	New York World,	St. Louis Republican,
Kölnerische Zeitung,	New York Tribune,	St. Louis Times,
London Times,	N. Y. Journal of Commerce,	St. Louis Westliche Post,
Louisville Courier Journal,	Pittsburgh Commercial,	San Francisco Bulletin,
Memphis Appeal,	Richmond Enquirer,	Springfield Republican,
Mobile Register,	St. Louis Democrat,	Toronto Globe,

WEEKLIES.

Aibion,	Engineer (London),	Nation (N. Y.),
American Artisan,	Engineering,	National,
Appleton's Journal,	Engineering & Mining Jeur'l.,	New Jerusalem Messenger,
Architect,	Every Saturday.	New York Ledger,
Army & Navy Journal,	Frank Leslie's Ill. Newspaper,	People's Tribune,
Banner of Light,	Golden Age,	Puck,
Blätter für literarische Unter- haltung,	Harper's Weekly,	Punch,
Builder (London)	Heart and Home,	Railway Gazette,
Building News,	Home Journal (N. Y.),	Religio-Philosophical Journal,
Central Baptist,	Illustrated London News,	Rural World,
Central Christian Advocate,	Independent,	Saturday Review,
Chicago Railway Review,	Journal of Commerce (St. L.)	Scientific American,
Christian Register,	Littell's Living Age,	Ueber Land und Meer,
Commonwealth,	Magazin für Pädagogik,	Wilke's Spirit of the Times,
Courrier des Etats-Unis,	Medical & Surg'l Reporter,	Woman's Journal,
Cultivator & Country Gentle- man,	Mississippi Blätter,	Western Watchman,
	Mo. State Times,	Western Celt.

MONTHLIES AND SEMI-MONTHLIES.

Allgemeine Bauzeitung mit Abbildungen,	Galaxy,	Our Dumb Animals,
All the year round,	Godey's Lady's Book,	Pädagogisches Archiv,
American Agriculturist,	Good Health,	Pennsylvania School Journal,
" Builder,	Good Words,	Peterson's Mag.
" Educat'l Monthly,	Hahnemannian Monthly,	Polytechnisches Journal,
" Exchange & Review,	Hall's Journal of Health,	Practical Mechanics' Journal
" Historical Record,	Harper's Monthly,	(London),
" Journal of Science & Insurance Law Journal,	Historical Magazine,	Practitioner,
Art,	Irving Union,	Publisher's Circular (London)
" Manufacturer,	Journal of Education (Quebec) Review,	Religious Magazine & Monthly
Annales des Ponts et Chaussées (Paris),	" " the Franklin Institute,	Revue des deux Mondes,
Arthur's Home Magazine,	" " Education (St. L.) ture,	Revue Générale de l'Architec-
Athenæum,	" " Applied Chemistry	Scribner's Monthly,
Atlantic Monthly,	London Lancet,	Technologist,
Banker's Magazine,	Magazin für Pädagogik,	Templar's Magazine,
Blackwood's Magazine,	Major & Knapp's Ill. Monthly,	University Missourian,
Chambers' Journal,	Manufacturer & Builder,	Van Nostrand's Engineering
Chicago Builder,	Medical and Surgical Journal,	Magazine.
" Schoolmaster,	Medical Investigator,	Volkschulfreund,
Christian Statesman.	Michigan Teacher,	Western Educational Review,
Church News,	Monthly Miscellany,	" Insurance Review,
Connecticut School Journal,	National Normal,	" Homœop. Observer,
Contemporary Review (London)	Nouvelles Annales de la Con-	Wisc. Journal of Education,
Dublin University Magazine,	struction (Paris),	Workshop,
Eclectic Magazine,	Old and New,	Zeitschrift des österreichischen
Fireside Visitor,	Once a week,	Ingenieur- und Architekten-
Fliegende Blätter,	Organ für die Fortschritte des Eisenbahnwesens,	Vereins,
Fortnightly Review,		Zeitschrift für Bauwesen, nebst
Fraser's Magazine,		Atlas.
Freemason,		

QUARTERLIES &c.

American Journal of Medical Sciences,	British and Foreign Medico-Chirurgical Review,	North American Review,
Biblical Repertory,	Edinburgh Review,	North British Review,
Bibliotheca Sacra,	Journal of Specul. Philosophy,	Presbyterian Quarterly and Princeton Review,
Braithwaite's Retrospect,	New Englander,	Westminster Review.

JUVENILES.

Beeton's Boy's Own Mag.,	Nursery,	Schoolmate,
Frank Leslie's Boy's & Girl's,	Our Boys & Girls (Optic's),	Youth's Companion,
Little Corporal,	Our Young Folks,	

JOHN JAY BAILEY.

Librarian.

February 1st, 1872.

COURSE OF STUDY.

In former reports I have discussed at length the significance of the common branches of study and have endeavored to show that even the rudiments, such as reading, writing, arithmetic and geography, are of inestimable importance. Their acquirement works a more potent change in the individual, than any subsequent step in his culture. That these rudiments can almost be said to add faculties to the child's mind, that they are so general—so wide reaching in their application—as to lie at the basis of further progress in education; that their claims surpass in every respect those of other special branches that have been urged for admission to the district school course of study on the ground that they are "more practical;" these and other positions have been stated and supported by argument. It remains in this report to present the scheme, by which the claims of these special branches have been recognized in our course of study without compromising the thoroughness of the regular instruction in the conventional rudiments above named.

It was clearly seen that the problem demanded an introduction of a popular course of instruction in natural science in such a way, as to react beneficially not only upon the pupil's progress in the regular course, but also upon the teacher's methods and practical skill in imparting information.

NATURAL SCIENCE AS AN INSTRUMENT OF MODERN CIVILIZATION.

Granting the importance of natural science as furnishing the theoretical basis of productive industry and the consequent elevation of the masses of all the people by means of wealth created thereby, the first question in making a course of study was to bring before the mind the entire field in classified form. The obvious division into Physics and natural History—the former including the department that deals with elements in their mathematical relations, and the latter including the descriptive treatment of the world as it exists in multiplicity and variety of special existences—suggests at once two compendious treatises long in use in our higher schools: Natural Philosophy, furnishing the outline of Physics, and Physical Geography, furnishing a similar outline of Natural History. Again, Physics in its broadest acceptation

divides into a science of the movement of masses and that of molecular motion. Chemistry thus forms a kind of transition to natural history. Natural History, again, treats the world as organic, first the process of the elements including the geological and meteorological processes (taken in their widest compass), second the plant, and third the animal.

THE COMPASS OF NATURAL SCIENCE.

Having thus mapped out the domain of natural science so that our course of study shall not arbitrarily adopt one or more provinces to the neglect of others equally important, the next problem was to ascertain what phases of these several departments are suitable for popular exposition and are easily illustrated. Ascertaining this, it became necessary to sketch out the course in such a way, as to make several complete circuits during the seven years of the district school course. The lowest one should seize certain striking features in each department—making a strong impression and silently determining the mind to reflection and observation in the domain of Natural Science. The second course must travel round in the same path, but more systematically and in detail. The third one, still deepening and generalizing the ideas of the pupil, would make the effects permanent. Three courses were fixed upon for this reason. The seven years of the district school course thus allowed three years each to be given to the first and second course, and two years for the third. Inasmuch as the subjects were taken up with a considerable degree of scientific strictness in the High School, the course of study in natural sciences would now extend from the commencement in the primary schools to the last year of the High School. A pupil, coming into any grade in the schools and remaining three years, would know something of each of the great departments of Nature.

THE ORDER OF INSTRUCTION IN NATURAL SCIENCE.

The first year, lowest grade, in the schools began with lessons on the plant; the second year was taken up with animals, and especially the structure of the human body; while the third year initiated the pupil into physical forces in various familiar applications and made some progress in considering the geological and meteorological elements, such as earth, air, fire, and water. In the fourth, fifth, and sixth years the course took a more practical turn. While in the first three years it had dealt

chiefly with the rationale of the child's playthings and such phenomena as excited his astonishment, in the second course he was to learn to understand what is useful to man in these departments. In the sixth and seventh years the maturity of the pupil allows him to investigate with some degree of scientific interest and hence the more general form is adopted.

METHOD OF TEACHING NATURAL SCIENCE.

The important question to be settled was, how to bring in these lessons, so as not to distract and dissipate the attention of teacher and pupil from other work. Fatal dissipation of energies follows from undertaking too many subjects at a time. If the teacher has to pass daily from arithmetic to a lesson on natural science, it is likely that one or both these lessons will suffer. Accordingly, instead of introducing these lessons daily, they were confined to one afternoon of each week and sufficient time given to each lesson to allow a deep and lasting impression to be made. Whereas, in ordinary lessons the pupil is required to be so intensely active that he cannot sustain the exertion for more than thirty minutes, in the natural science lesson he is to give his attention for one hour, but the teacher is so to vary the lesson by lecture, experiment, reading interesting descriptions, conversation with the pupils on their experience, that the class shall be able to do this without excessive fatigue. By this arrangement each lesson becomes for the teacher a practical experiment in the art of instruction, and when the pupils are allowed to become listless, the teacher sees her inefficiency portrayed before her and must make greater effort next time.

It seems to me that this phase of the subject—its value to the teacher—is worth quite as much as the immediate value of these lessons to the pupil. I do not lose sight of the fact that he gains from week to week an impression that deepens into practical scientific thought in after years. But the teacher is led to study and thoroughly prepare herself, and then in that lesson, she is led to probe in a freer manner, than ordinary, the miscellaneous fund of experience possessed by the individuals of her class; thus she cannot fail to find new means of getting hold of pupils in each of the regular branches of the daily course. She will find herself getting more and more emancipated from the slavish use of the text book and able to stand before her class with a consciousness of her strength and ability to draw out the re-

sources of each and all of her pupils and combine the same into one result.

Thus an attempt has been made to introduce the study of the sciences with all their infinitude of detail, so as to act as a stimulant on the regular course, as regards both teacher and pupil. It is thought that the pupil will receive even more benefit indirectly through the increased efficiency of the daily instruction than from the weekly lessons, and yet that these lessons themselves will be far more effective than if given in short object-lessons of fifteen minutes per day.

The details of instruction and of the course, together with a synoptic view of it, is given in the appendix of this report. I insert here my special report to the Board on the subject, in order to present the other phases of the subject, not already commented on in the remarks just made.

SPECIAL REPORT TO THE BOARD.

GENTLEMEN: Inasmuch as the first half-quarter of the present scholastic year has sufficed to get our schools into fair running order, and to lay out the plan of a new system of school organization which promises to furnish a frame-work on which the schools under your charge may grow to an indefinite extent, the occasion seems to be auspicious for the consideration of certain matters relating to the course of study and the methods of instruction to be followed by the pupils and teachers.

That these are great and weighty matters in education every educator knows well, and none better than the members of your honorable body, as is manifest by the interest shown here from time to time in securing the best text books and the introduction of the most important branches of study into our course.

I therefore beg leave to offer the following remarks and suggestions for your approval, and for adoption in case of approval:

I. And first it will be conceded, I think, that we cannot teach everything in the short period devoted for schooling. Even were the period of schooling much longer than it really is, there are many things learned much better out of school than in it—many things learned much better at home, or in the field or workshop than in a school-room. But with our short school period, lasting on the average for five years with us in the city, and about three years, more or less, in the country, there is the utmost need of the most careful selection of what is essential.

The course of study must contain only what the pupil is not likely to pick up from intercourse with the family circle, with his fellow playmates, or with his fellow workmen. More than this, it must contain only such matters as have a general theoretic bearing on the world in which he lives, and the institutions and character of the human species of which the pupil is an individual.

II. It is clear then, that the school must furnish the pupil theoretical insight. Here is a common ground, and it is a practical thing to give the pupil a knowledge of general elements which he may apply in after life to any one of the many trades or professions. Every boy and girl will find a knowledge of reading, writing, arithmetic and geography useful in any sphere of life that he or she may be called to fill. Whatever occupation they may follow, these branches will assist them. And what is said of these elementary branches is likewise true of the habits of character formed in a well-disciplined school, such as order, neatness, cleanliness, earnestness, industry, punctuality, truthfulness, self-respect, self-control, obedience to rule, kindness, forbearance, courtesy, considerateness, affability and politeness, sympathy and love.

III. I do not think there is much ground for dispute as to the order for these elementary studies. Reading comes first, for by it the pupil becomes able to pursue independent study, and thus to add to what he receives orally from his teacher. Arithmetic may begin almost as early as reading, and writing should not be delayed at all. Geography should begin as soon as the pupil learns to read with some facility. Compared with other branches, these simplest elements are by far the most important, and nothing should interfere with their most speedy acquisition. They are in themselves the tools which assist in acquiring all other knowledge.

IV. Of man's instruments the most wonderful is language. His whole rational existence depends upon it. Some special study of the structure of this wonderful instrumentality has been found essential in all systems of education. Hence, we place the study of grammar next in importance after the four elements. History well succeeds grammar, for grammar prepares the way for it by analyzing the structure of the human mind, as exhibited and mirrored in language. How the human character unfolds in time is shown in history. Knowledge of

men is more important than knowledge of things, as we all find when we grow up and try to succeed in life. We learn that we can do nothing nor achieve anything without the aid and consent of our fellow men. We must, therefore, understand the springs and motives of human action, both the permanent ones and those that control temporarily.

V. Above and beyond these just-named studies, which form a complete elementary course, such as has been wisely laid down by your rules as constituting the course of study for the district schools—above and beyond these follows the study of the sciences, of the higher mathematics, of those languages from which our own is derived or which are kindred to it, and the literature thereof. These studies in their proper development form the higher course of study, and are commenced in the high school.

VI. Now arises the important question: Should any or all of these higher studies be introduced into the elementary course? It is clear that in their proper form they cannot. The study of foreign language by its structure ought to be preceded by some study of the native tongue. The study of the higher mathematics ought to be preceded by that of arithmetic; so literature cannot be well studied without a knowledge of the rudiments of geography, history and grammar, to say nothing of reading and writing.

VII. The sciences are twofold: The human, i. e. social and political sciences, including political economy, pedagogy and the like, on the one hand, and the natural sciences on the other. The human sciences require the highest maturity of thought for their mastery. The natural sciences, which are divided into physics (including those to which mathematics are applied) and natural history (including the sciences defining inorganic and organic nature, the elements, the plant, the animal and man), imply first, a direct application of mathematics, and secondly, an indirect application of the same in order to comprehend the working of the instruments through which nature is observed and classified. Hence it is evident that so far as complete study and exhaustive survey is concerned, the place for the study of the sciences is in the higher course, as has been determined by the rules of the Board.

VIII. But there is a further question to settle: Can we not give those children who study five years or a less time in our schools, some knowledge of the outlines of Physics and Natural

History, which will be of great service to them in after life, and for the time being not interfere seriously with the prosecution of elementary studies?

This question I answer in the affirmative, on the following grounds: The value of all higher studies is two-fold, one as giving us the practical mastery over their spheres through a complete comprehension of them scientifically, the other as giving us a technical mastery over their spheres, thereby adding to our general culture, or as we express it, "general information". For instance, it is not necessary to be thoroughly and scientifically an astronomer to read with pleasure and profit the third volume of Humboldt's *Cosmos*, or indeed most writings on the subject of astronomy. But without an elementary course of some sort in astronomy, these works would be sealed books. The general ideas of a science and its mode of procedure and its technics may be acquired with little labor; nay it may be a mere pastime to do this. On this ground we may introduce certain outlines of Natural History and Natural Philosophy into the lower grades of our schools. But it must be introduced in such a way as to afford a relief from the other studies, and not be placed in the same rank with them.

IX. To illustrate my meaning, and with a sincere desire to furnish what seems to be demanded by the community, I have sketched the following outlines, following therein the reference books you have provided for your teachers and with special regard to the resources which they furnish. These reference books are Brande's *Encyclopedia*, Draper's *Physiology*, Tate's *Natural Philosophy*, Wells' *Natural Philosophy*, Hotze's *First Lessons in Physics*, Hooker's *Child's Book of Nature*, Guyot's *Earth and Man*, Calkins' *Primary Object Lessons*, Youman's *First Book in Botany*, Warren's *Physical Geography*. It is desirable, in my opinion, that you add to these a set of colored charts illustrative of the anatomy of plants and animals—one set for each school. That these lessons should be oral, conducted by description and illustration on the part of the teacher, and impressed on the minds of the pupils by question and answer, and free conversation, seems to me the proper mode by all means. And inasmuch as this exercise should serve as a kind of recreation and relaxation from the regular course, I recommend that one hour be set apart for it on each Wednesday afternoon in each room of the district schools.

X. [Here follows the syllabus of lessons in natural science given in the appendix].

In recommending the above course, I would guard especially against any bad effects it might have in diminishing the strictness in the regular course of study by confining it to one hour each week, and by insisting upon the use of the purely oral method by the teacher.

XI. The use of the oral method in this case suggests the question: What is the difference between the oral and the so-called text-book method, and what are the merits and defects of each?

In the former, the oral method, the teacher is the general source of information; in the latter, or text-book method, the pupil is sent to the book for information. In neither of these methods is cramming of memory with mere words considered to be good teaching, and yet it may happen under a poor teacher, whether the oral or text-book method is used.

XII. The excellence of the oral method should be its freedom from stiffness and pedantry, and its drawing out of the pupil to self-activity in a natural manner. Its abuse happens when in the hands of a poor teacher the subject is presented in a confused manner, or scientific precision is lost by using too familiar language or by too much pouring-in without enough exercising the pupil by making him do the reciting and explanation.

XIII. The excellence of the text-book method consists in getting the pupil to work instead of working for him; in teaching him how to study for himself and to overcome difficulties by himself, instead of solving them for him. Unless the teacher knows this and directs all his efforts to achieve this end, very great abuses creep in. Thus it may happen that the teacher requires the pupil merely to memorize the words of the book, and does not insist upon any clear understanding of it. Indolent teachers lean upon the text-book and neglect to perform their own part in the recitation.

XIV. But in the hands of the good teacher the text-book is a powerful instrument to secure industry, precision, accuracy, and self-help on the part of the pupil. In conducting a recitation the teacher should

1st. See that its main point is brought out, explained and illustrated again and again by the different pupils, each in his own language, and the using of the language of the book dis-

couraged in so far as it tends to verbatim or parrot-like recitation.

2d. The teacher should himself criticise, and call upon his pupils to criticise, the defects made in the statements by each pupil, so that they shall acquire a habit of alertness in noticing inaccuracy as well as lack of exhaustiveness in definition, whether in oral statements or in the text-book itself.

3d. The lesson should in all cases be brought home to the pupil's own experience, and his own observation and reflection made to verify the statements of the books.

4th. Every recitation should connect the lesson of to-day to the lessons already recited, and the questions awakened in to-day's lessons should be skilfully managed to arouse interest in the subject of to-morrow's lesson.

5th. The good teacher always notes by the recitation of a pupil what are his habits of study, and the recitation is the place where bad habits are pointed out, and the true method of study shown and illustrated.

XV. I think all will agree with me in pronouncing the recitation conducted in the manner here described effective in securing the ends for which you have established the rules and regulations governing the teachers in the public schools. I have now to point out an additional regulation, which, if adopted by your honorable body, will, I think, lead to the correction of some of the abuses more or less prevalent among the teachers of the schools. I refer to the practice of some of our teachers of using the text book during the recitation as a source of information from which to draw a supply for their own use on the occasion, thus making up for their own lack of preparation. From this practice results the greater bulk of the evils complained of by intelligent parents, who find their children becoming mere cramming machines, instead of intelligent investigators. That the teacher should know at least as much of the lesson as the pupil, does not need statement. Why, then, should the teacher have recourse to the text while the pupil is debarred from it? In consideration of the evils arising from this source, I respectfully suggest the adoption of a regulation prohibiting to the teacher the use of the text-book in the recitation whenever the pupil is expected to recite without the book; and that the teacher be recommended to use a syllabus of topics or questions, either written or printed, in the conduct of such recitations.

DRAWING.

The introduction of drawing into the lowest grade last year has been followed this year by continuing it through the next two grades above. If any branch relates directly to the development of manual skill, it is Drawing, without doubt. By its means the pupil learns to measure accurately by the eye and to execute with precision just those manual effects, that are aimed at. Just this preparation is necessary for success in the arts. While it is doubtful whether any branch of industry should be taught in our public schools, it is clear that so general a discipline as drawing—educating, as it does, the universal mechanical instrument, the hand—has claims that no special form of industry can lay claim to. In the Boston public schools the girls are taught plain sewing. Some educators have urged the introduction of arts and trades into the school curriculum. But as three years is the average period of school-life in the country at large, and only five years is reached even in the most favored localities, it is clear that such schemes are impracticable to the last degree. Besides this, the expense of such special instruction—inasmuch as it must necessarily be individual instruction and cannot be conducted by classes—would be very great, both on account of the large number of teachers required, and the immense waste of tools and raw material spoiled by the botchwork incidental to learning a trade. In fact, a demand that pupils shall learn a trade during early school years, means, when reduced to its strict consequences, that school life shall be abolished and our youth put to apprenticeship, instead of to school. For the only economical and effective method to learn a trade, is to practice it under the eye of an expert in an actual workshop. On the other hand, the way to bring in fresh inventive intelligence into a trade is to educate the artisans in theoretical studies, such as the mathematics, engineering, the natural sciences and the history of invention.

READING.

What I have said before, regarding the success of Leigh's Phonetic or "Pronouncing" orthography, I desire to repeat here with the additional force that new years of trial bring with them. The time saved, the clearness of enunciation, the good spelling, the strengthened intellect quickened by analytic training—all these count in its favor as much as formerly. The suc-

cess of the same system in Boston, New York and other cities, confirms so exactly the experience made in St. Louis, as to remove all suspicion that the favorable results, here reported, are imaginary. The first experiment made with this system in this city was in the fall of 1866. In 1867 it was introduced by the Board into all the schools. The primary teachers commenced the work without previous preparation and without opportunity to see the methods of successful teachers, using the method. The result was as favorable in most respects as it is now, both as regards saving of time and quality of work. The transition of pupils to ordinary print was easy and rapid.

In a former report I spoke of the adoption of the plan that requires the names of the letters to be taught from the beginning in connection with their sounds. This has added what was necessary to complete the system. It has rendered the transition to ordinary print perfectly easy from any stage of progress.

The question has been asked frequently: why would not a careful phonetic drill, if accompanying the word method, answer all the purposes of the Leigh system without its modified alphabet? I do not doubt that as good enunciation could be obtained, but certainly the other and more important results would be missed. Enunciation is only one, and that the least of several advantages. First, there is the gain of time, amounting to fifty per cent. in most cases. The word method will require *more* time, than it now does, if complicated with a thorough phonetic drill. Besides this, it requires a tremendous strain on the energies of pupils and teachers to drag in something entirely disconnected with the word method. Phonetic drill proceeds by analysis down to the very elements and then returns synthetically to the whole word. When the printed word does not show this analysis, but contradicts it and the teacher cannot show this analysis to the pupil in the words he is learning, it is clear that the process is a forced, unnatural, one. The word method will not only take more time than it now does, but it will soon lead to slighting the phonetic drill on the part of all teachers, not the most energetic. It will, moreover, be an irksome, unintelligent process to the pupils, who do not connect it essentially with the formation of the words in their lessons. On the contrary, with a system that *represents* the shades of sound and indicates silent letters, the teacher needs no extra

effort to teach the pupil distinct articulation and enunciation : she *must* do it, or not get along at all ; the pupil learns it as the actual key to the visible signs before him and the mystery of word-making is solved for him. He can reduce words to their elements and reconstruct them accurately. He is taught practically to distinguish between slight shades of difference in sounds, and to see these slight differences represented. Gain in time is of great importance, and this the new system claims against the old. Perfect certainty as to words, not depending on special excellence of teacher or on the vigilance of supervision, is a great advantage, resting entirely with the new system. That the child shall have an example of perfect analysis before him, when he enters school, is of great importance for the first awakening of his logical faculty. Hitherto mental arithmetic furnished the first example of it, and the spelling lesson was a confused mass of anomalies.

These and other reasons, I think, clearly show why no form of the word method will ever succeed as well as a modified alphabetic one.

SPELLING.

The plan spoken of in a former report of confining the pupils in the higher grades to a selected list of some twelve hundred words until they mastered it thoroughly, has been acted on with excellent results. I claimed for this scheme that it disciplined the mind into noticing the forms of words, so that without special memorizing of new words in a spelling lesson, the pupil acquires them at sight. The spelling of the first grade improved twenty per cent. the first year, by this method, five per cent. the next, and still five per cent. more the present year—the proficiency being tested by words not contained in the special list, and thus showing that the improvement concerns the faculty of remembering form, and is not confined to the particular list of words memorized.

MUSIC.

In speaking of moral education in this report, I have indicated the influence of music as the point at which mere external mechanical regularity and symmetry becomes internal. Calisthenics represents the highest reach of mere external conformity to rhythm. With the tones of the voice comes an utterance of the emotional nature, still controlled by external laws of

rhythm. The skillful teacher knows how potent song is to humanize a school. It gives one a direct avenue to the innermost disposition of the pupil. Songs appealing to the various sentiments, such as the love of freedom, of nature and the country, of one's native land; or expression of religious fervor, of longing for home and family, of generous feelings toward others, of kindness or pity, of freedom from care, of childish sympathy with inanimate things—all these are of the greatest possible use in the moral phase of education in the school. Morality and religion may here safely be brought together, and that too in the most powerful form. Without one word of comment from the teacher, or the reading of one word from the Bible in school, the pupil may learn to know and feel the religious feeling that moves so deeply and solemnly through the selections from Palestrina, Mozart, Gluck, Haydn, Handel, or Bach. Gems from Beethoven, Mendelssohn, Schumann, Kreutzer, Schubart, or Rossini, may be religious to the last degree, and yet not subject to the charge of being sectarian. All persuasions and beliefs, even if skeptical in their tendency, occupy one common platform in appreciation of such music.

The psychologist finds a world of suggestions in the effects of musical works of art. The portrayal of deep movements of the soul furnishes hints as to the treatment of otherwise insoluble problems. In the realm of unconscious mind—for the realm of feeling is the realm of mind that has not arrived at reflection—perturbations occur and transitions take place that baffle the psychologist, unless he can see their self-revelation in music. The great masters of Tone, such as Beethoven and Mendelssohn, have shown us in complete detail the dialectics of feeling, moving through one phase to another and finally coming to be conscious purpose in the mind.

Meyerbeer in his great opera of *Dinorah* has portrayed the passage of a naïve soul immersed in passion, through sudden disappointment plunged into insanity. The *Denouement* brings the insane girl into the same circumstances that surrounded her in the highest state of her previous sanity where on her journey to Ploermal she joined the rustic chorus and sang the Hymn to the Virgin. The magic of music penetrates the distracted soul—she awakens, as from an ugly dream, to consciousness and sanity. Meyerbeer has portrayed in the hymn, by means of the transition from one key to another entirely discordant with it,

and then a recovery of the original key, the passage of a soul through loss of self-identity in madness, back to sanity again ; and the means used may be profitably studied in detail by the Psychologist. The "night-side" of our nature, as embodied in our emotional activity, cannot be neglected by the educator without serious evil. Music and especially song is the best means of investigating this field and the best means of treating its problems.

It is not surprising that the great educators have made much of music from Pythagoras down to Pestalozzi. In Plato's Republic (Book III, Jowitt's translation) Socrates says: "Is not this the reason, Glaucon, why musical training is so powerful, because rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, bearing grace in their movements, and making the soul graceful of him who is rightly educated, or ungraceful if ill-educated ; and also because he who has received this true education of the inner being will most shrewdly perceive omission or faults in art and nature, and with a true taste, while he praises and rejoices over, and receives into his soul the good, and becomes noble and good, he will justly blame and hate the bad, now in the days of his youth, even before he is able to know the reason of the thing ; and when reason comes he will recognize and salute her as a friend with whom his education has made him long familiar."

Aristotle in his Politics (Book VIII, Chapter V, Walford's translation) remarks after speaking of the effects of the Lydian, Doric, and Phrygian harmonics in "contracting the soul, softening the mind, dissolving the heart, or in fixing it in a firm state, and filling it with enthusiasm": "From what has been said it is evident what an influence music has over the disposition of the mind, and how variously it can fascinate it : and if it can do this, most certainly it is what youth ought to be instructed in, and indeed the learning of music is particularly adapted to their disposition ; for at their time of life they do not willingly attend to anything which is not agreeable, and music is naturally one of the most agreeable things ; and there seems to be a certain connection between harmony and rhythm ; for which reason some wise men held the soul itself to be a harmony, others that it contains it."

In these extracts we see in the one instance that Plato well understood the reappearance of impressions, made upon the un-

conscious phases of men's life, in the conscious life. Like the lines of the photograph which are at first invisible, they come out afterwards when the conditions are given them. The closing sentence from Aristotle suggests that rhythm has a profound relation to the soul. That this is true of the will or character-side of the soul is demonstrated in our remarks upon the general moral duties and their cultivation in the school.

Goethe, the profoundest writer on education of all modern times has portrayed this connection between rhythm and ethical education in "Meister's Travels". The combination of harmony and melody, the choral and the *aria*, the portrayal of the Universal and the relation thereto of the individual—is made much of in the "Pedagogical Province". Music is also used by Goethe as a solvent of all the other aesthetic arts. The group of statues in the studio can be expressed by the song of the singer and by the pantomime of the actor; its collision can be seized and portrayed by each of the arts; architecture, sculpture, painting, music, and poesy, each in its own peculiar way.

OBJECT LESSONS.

For several years "object lessons" have been used to some extent by our teachers. Last year oral lessons in physiology were given in all the grades. Upon the adoption of the course of study in Natural Science these lessons have been confined to the hour given to that course and brought in as one of the means of giving zest and interest.

In 1865 at the meeting of the National Teachers' Association Mr. J. L. Pickard, Superintendent of schools in Chicago made a report on this subject, pointing out in a clear manner the benefits and dangers of such lessons. He said: "I fear that Object teaching, as generally conducted, looks rather to immediate than to less showy and more valuable results. Its tendency, unless very carefully checked, is to make of children passive recipients, while teachers talk more than they instruct. Carefully used, it will awaken to new thought, and will encourage to the mastery of difficulties suggested or rather thrown in the way of the pupils. But only master-minds can use it".

SCHOOL ORGANIZATION.

That even good teachers fail if their efforts are not supported by a good organization is a remark too frequently illustrated by facts. It is organization alone that can so supplement the individual and reinforce him as to make good his inequalities and lift him over his weak places.)

For three years I have had to report great progress in this direction. Our principals are rapidly becoming supervisors as well as instructors and the schools under their charge are becoming uniform in their degree of excellence. Close daily supervision is the only method of securing the desired result and one can scarcely believe how great a degree of efficiency may be reached in a corps of teachers of average ability, until he actually sees it as it exists in a large school under the management of a principal who knows how to perform his duty.)

That care which a good teacher takes to plan out her work in detail before coming to school makes her work at least twice as effective. The attention which a good principal gives to the details of organization improves the result in the same ratio. Ever on the alert he nips evils in the bud, well knowing that all great evils are but accumulations of small ones. He makes it his rule "never to allow anything in the particular that he does not intend to accept in the aggregate.

"There are few who at once have thought and the capacity of action" says Goethe. "Thought expands, but lames: Action animates, but narrows". Accordingly he who has the disease of reflection like Hamlet, should take care that he gets through with his deliberation before he comes into the presence of his field of action. Reflection dissipates resolution by suggesting an infinite series of grounds and reasons for different courses of action. This is not at all to be deprecated if the process of reflection is carried through to the end by itself and the resolution firmly taken before one confronts the deed. In the presence of the manifold and perplexing problems that offer in the management of a large school, instant decision is required, and, in many cases, hesitation would prove fatal.

SUPERVISION OF PRINCIPALS.

Experiments have been in progress for two years to ascertain the most efficient organization for large schools and also for groups of schools. A system continually increasing in size requires frequent change in its organization, in order to preserve the balance between its local and central interests. When the number of pupils in a school system increases from 5,000 to 20,000, the duties of the Superintendent and Board of Directors not only become more complex, but they change essentially in quality or kind. In the former case their local importance predominates. When there are only 5,000 pupils the schools can be frequently visited by the superintendent and much stimulus given by his personal presence; petty cases of discipline can be settled by him; he can look after the causes of failure on the part of individual teachers; he can examine the methods of discipline and instruction, and the proficiency of pupils in each department. With 20,000 pupils this becomes impossible and the system of supervision must expand so as to leave the local supervision to independent principals in a large measure, and confine the work of the general superintendent more to the comparison of results, and the establishment of uniform methods and standards throughout the whole. While a system of schools is small the local and central interests may be managed by one person. This, however, is not to the advantage of either, and experience has shown that the close union of these two interests prevents free development. In all administrative affairs there should be as much local freedom or independence given as is consistent with the attainment of the general object in view. A prescribed method which all must follow is liable to lead to a mechanical routine. To hold subordinate officers accountable for results, and leave them a wide scope in the choice of methods, has proved most effective in developing the strength of the whole.

The course of study is one determining element in the organization of a school, while the number of pupils is another element of equal importance. Confusion of these distinctions is fraught with danger to a system. As now arranged, each first class school has in attendance about 700 pupils. Its corps of teachers includes, 1st, a principal; 2nd, a "head assistant," who acts as principal when occasion requires; 3d, two "first assistants"—one in the grammar department and one in the lowest room of the primary department; 4th, two "second assistants,"

one in the grammar department and one in the room next above the lowest in the primary department; 5th, seven "third assistants"—enough to make up the balance of the corps—assigning one teacher to each room, after assigning the principal and head assistant to room No. 1. The principal is required to hear not less than two, nor more than four, daily recitations in the highest grade under his charge. The rest of his time is devoted to supervision of the work of the other teachers, and in the general conduct of the school. In addition to this work each supervising principal visits at least once a week the subordinate schools in his district and examines their condition, makes such suggestions to the principal and teachers, as he deems advisable, and reports the same to the Superintendent.

The guiding principle in defining the duties of supervising principals is this: Local supervision should not be extended so far as to encroach on central supervision, that of the general superintendent, nor so far on the other hand as to relieve of responsibility the subordinate principals. An equilibrium of these interests must be preserved. It is obvious that unless there is harmony of action between these, there cannot result any good from the endeavor of the superintendent. Independence in the proper sense of the term is to be achieved not through mutual limitation, but rather through mutual agreement and concert of action. All must carry out the same plan and that plan must be broad enough to comprehend the purposes of each.

It must not be forgotten that the nature of the supervision of a principal differs, and *should* differ, in kind from that of the superintendent.

The principal should be a teacher; should do some teaching each day. He looks at the work of his school from the point of view of its minute details, while the superintendent sees more clearly its general results and their value compared with the standard of all the schools. By means of this two-fold supervision, each teacher's work is seen from two points of view. For this reason it will not gain the same end if we increase the corps of superintendents, nor if we make too few local superintendents—for then they would have no time to do any teaching.

In the appendix to this report are given the new rules adopted for the purpose of defining the duties of supervisory principals and the number and rank of assistants, as well as the number of pupils to be assigned to each, in the different grades of our schools.

So far as our experience extends, we can pronounce entirely in favor of this system, and it is already clearly demonstrated that in no case are good salaries expended to better advantage, than in engaging efficient supervising principals.

In conclusion I would say that it has been my endeavor to present as fully as possible in this report, the advantages our schools possess over other instrumentalities in the formation of character. The theory of moral education and the facts that go to establish the efficiency of public schools in securing the desired results—together with an insight into the various departments and appliances of our system, which work toward this one end—have been given with as much fullness as possible.

WM. T. HARRIS,
Superintendent.

APPENDIX.



RULES FOR THE GOVERNMENT
OF THE
BOARD OF PRESIDENT AND DIRECTORS
OF THE
ST. LOUIS PUBLIC SCHOOLS.

MEETINGS OF THE BOARD, AND RULES OF ORDER.

RULE 1. The stated meetings of the Board shall be held at the office of the Corporation, on the second Tuesday in each and every month, at eight o'clock, p. m., from the first of April till the first of October, and at seven and a half o'clock p. m., the remainder of the year.

RULE 2. The President, or any three members of the Board, may call special meetings, by giving one week's notice in writing to the other members of the Board and stating the object of said call; and in all meetings of the Board a majority of the whole number elected shall constitute a quorum to do business, but any smaller number may adjourn from day to day, and compel the attendance of absent members. (See Charter, sec. 6.)

RULE 3. The President shall take the chair precisely at the appointed hour, and immediately call the members to order. On the appearance of a quorum, the order of business of every meeting, except when otherwise specially directed, shall be as follows:

- 1—The reading of the record of last meeting.
- 2—The reading of all letters and communications.
- 3—Reports from Secretary, Treasurer, Attorney, Superintendent, and Bailiff.
- 4—Reports from Standing Committees.
- 5—Reports from Special Committees.
- 6—Business lying over.
- 7—New business.
- 8—The election of officers.

RULE 4. All special committees shall be called upon at each meeting for report by the President; and any special committee which shall fail to report for three consecutive meetings of the Board shall be considered discharged unless extension of time is granted it.

RULE 5. No person, other than a member or officer of the Board, shall, unless by permission, be allowed to make any communication to the Board, except in writing; and such permission must be unanimous, upon any matter that properly belongs to a standing committee.

RULE 6. No motion shall be subject to debate until it has been seconded and stated by the chair. It shall be reduced to writing at the request of the President, or any other member.

RULE 7. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, the previous question, to refer, to postpone indefinitely, to postpone to a certain time, or to amend; and the motions named shall take precedence in the order in which they are here arranged; the first, second and third shall be decided without debate.

RULE 8. No motion or proposition shall be admitted as a substitute for the motion or resolution under debate; any member, however, may call for a division of the question, when the same, in the opinion of the President, admits of it.

RULE 9. On the call of two members, a majority of the Board may demand that the *previous question* shall be put, which shall be in this form: *Shall the main question be now put?* And, until it is decided, no further debate shall take place; and the vote shall be taken, first, on any amendments that may be pending and next, on the final question.

RULE 10. The President shall decide all questions of order, subject to an appeal to the Board by any member. In such cases the question shall be: *Shall the decision of the chair be sustained?* And, until it is decided, all debate upon the pending question shall be suspended.

RULE 11. The reconsideration of a vote may be moved at the same meeting at which the vote was taken by any member who voted with the majority, but such motion shall be decided at that or the next regular meeting.

RULE 12. Every member present shall vote on all questions, unless excused by the Board.

RULE 13. The yeas and nays shall be called and entered on the record whenever demanded by two members of the Board.

RULE 14. No member shall be allowed to give his vote on any question after the result has been announced by the chair, unless by unanimous consent.

RULE 15. When a member is about to speak on any question, he shall rise and address himself to the President, confine himself strictly to the point in debate, and avoid personalities.

RULE 16. No member shall speak more than five minutes, at any one time, on any motion under discussion, nor more than *once* until all other members choosing to speak shall have spoken, nor more than *twice* to the same question, without consent of the Board.

RULE 17. No member shall be interrupted whilst speaking, unless by a call to order, or to correct mistakes. If a member be called to order, he shall immediately take his seat until the point is decided by the chair.

RULE 18. No member shall leave the Board before the close of the session, without permission of the President.

RULE 19. Every Standing Committee of the Board shall keep a record of its proceedings; and no report shall be presented to the Board unless acted upon and signed by a majority of the Committee.

RULE 20. None of the foregoing rules shall be repealed or altered unless a majority of all the Directors vote for the repeal or alteration; nor unless, upon motion made in writing for that purpose, at a previous meeting of the Board; but any rule may be dispensed with for a particular occasion on the concurrence of two-thirds of all the members present.

RULES FOR THE GOVERNMENT
OF THE
BOARD OF PRESIDENT AND DIRECTORS
OF THE
ST. LOUIS PUBLIC SCHOOLS.

ELECTION OF DIRECTORS.

RULE 1. All general elections for Directors of the St. Louis Public Schools shall be held in the respective wards at the same time as the general city election for Councilmen in said wards, and at such place or places as the Board may direct.

RULE 2. Said elections shall be conducted by two Judges and one Clerk for each poll at which said elections are to be held, to be appointed by the Board. The certificates of the Judges of the election, signed by them, and attested by the Clerk, showing the full return of all votes polled at such election, and for whom given, shall constitute the credentials of the person having the largest number of votes so returned, and shall entitle him to his seat as hereinafter provided—the Board reserving the right to declare null and void any election, in either ward, which it may deem illegal.

RULE 3. It shall be the duty of the Secretary, in all elections, to furnish to the Judges and Clerk at each of the respective polls, a printed form of certificates of return, a box for holding the ballots, and a book with the names of the registered voters; and upon receiving the returns of elections, to preserve the same until the next meeting of the Board thereafter, and deliver them sealed to the President. Whenever any vacancy shall occur, he shall notify the Board at its first meeting thereafter, who shall thereupon order a special election to be held, and notice thereof to be published in two or more of the leading newspapers of the city, for at least one week prior to the day on which such election is to be held: *Provided always*, that no special election shall be held if such vacancy occur within ninety days prior to the general election.

RULE 4. It shall be the duty of the Judges and Clerk to fill said form of certificates of returns with the names of the candidates, and the number of votes each received; the votes shall be recorded in the book furnished, and numbered—a corresponding number being set opposite the name of each voter, in the same manner as prescribed by the present law regulating elections in St. Louis County. They shall sign and seal the same, and deliver them to the Secretary; for which service each Judge and Clerk shall receive the sum of five dollars.

RULE 5. The returns being delivered to the President as herein before provided, he shall open and read them to the Board, and shall ask of each person elected the following questions, which must be answered under oath, in the affirmative:

First—Are you a citizen of the United States, and twenty-one years of age?

Second—Have you paid a city tax?

Third—Have you resided in the ward from which you were elected for six months next preceding your election?

And the following, which must be answered in the negative, in like manner:

First—Are you a member of the Board of Common Council, or do you hold any office under the City of St. Louis, to which you were either elected or appointed?

Second—Are you, directly or indirectly, indebted to the “Board of President and Directors of the St. Louis Public Schools?”

Third—Are you, directly or indirectly, interested in any real property which is leased of the Public Schools, or that is claimed by them?

Fourth—Are you, directly or indirectly, interested in any claim held adverse to the title of the Public Schools to any of the lands allotted to them, or set apart for their use, or to any property which is claimed by them?

All of which being answered to the satisfaction of the Board, as ascertained by direct vote thereof, the person so answering shall take the following oath, and be deemed and declared duly elected and qualified as Director, and shall take his seat as a member of the Board:

STATE OF MISSOURI, } ss.
County of St. Louis. }

I solemnly swear (or affirm) that I will support the Constitution and Laws of the United States and of the State of Missouri,

and the Rules and Regulations of the "Board of President and Directors of the St. Louis Public Schools;" and that I will faithfully demean myself in office as School Director, to the best of my knowledge and ability, so help me God.

Subscribed and sworn to before me }
this —— day of —, 18—.

[SEAL.]

OFFICERS OF THE BOARD AND THEIR DUTIES.

RULE 6. The Board shall, at its first regular meeting in May, or as soon thereafter as may be, in each year, elect a President, and Vice-President from their own number, and a Secretary, Treasurer, Attorney, Superintendent, and Bailiff, who shall hold their respective offices for one year, and until their successors are duly elected and qualified, unless sooner removed by the Board. The election of officers of the Board shall be by ballot, and a majority of all the votes cast shall be necessary to elect. No election of officers shall be held, except at a regular meeting or adjourned meeting held for that purpose.

DUTIES OF PRESIDENT.

RULE 7. It shall be the duty of the President to preside at all meetings of the Board; preserve order; rigidly enforce the rules; sign all bonds, notes, agreements, deeds, or leases, ordered to be executed by this Board; sign all warrants drawn on the Treasurer; appoint all standing committees, and all special committees, when not otherwise provided for. The President shall take into his custody the bonds of all the officers.

DUTIES OF VICE-PRESIDENT.

RULE 8. In case of the resignation, absence, or other cause of disability of the President, the Vice-President shall do and perform all the duties of the President. In case of absence or disability of both the President and Vice-President, the President pro tempore shall do and perform all the duties of the President.

DUTIES OF SECRETARY.

RULE 9. It shall be the duty of the Secretary (in addition to the duties defined in rule 3) to keep a correct record of the proceedings of the Board, in a book to be kept for that purpose, and keep an index to the same. He shall attest all public acts of the President; affix thereto, when necessary, the seal of the Corporation, and prepare notices to be served on the members, in due time, of all special meetings of the Board, and the committees thereof.

He shall take into his possession all deeds, books, letters, and other papers belonging to this Corporation, and keep the same in good order, subject at all times to the order of the Board, or the examination of any member thereof; and shall lay before the Board, at their next meeting, all such letters or other documents as are left with or directed to him for that purpose. He shall keep such books and in such forms and under such headings as the Board from time to time directs.

RULE 10. He shall make out all accounts for moneys due this Corporation, and deliver and charge the same to the Bailiff, and furnish to the Board, at its regular meeting, a balance sheet of his books for their use at such meeting and preserve the same for future reference. He shall, at the end of each fiscal year, make out a report of the financial condition of the Board, together with a statement of the lands in its possession, whether held in fee simple or under lease; how disposed of, either by leasing or for school-house sites; the quantity of land unleased and where located.

RULE 11. It shall be the duty of the Secretary to possess himself of the necessary knowledge in relation to the real estate owned by this Board, as to its location, condition and value, and he shall possess himself of such other information as may be useful to the Board, or to any person having business with the Corporation.

RULE 12. It shall be the duty of the Secretary, in connection with the Bailiff, to use diligent means to negotiate with parties applying, and to lease to them any portion of the vacant land belonging to the Board at not less than the minimum price placed upon the same by the Leasing Committee, and to submit the same to the chairman of said committee, who shall report thereon to the Board for its approval. He shall also, at each regular monthly meeting of the Board, report what leases, if any have expired since the last regular monthly meeting of the Board and what renewals have been granted since such last meeting, and whether or no, the renewals of the leases have been executed by the parties.

RULE 13. He shall remain in the office of the Board every day, during business hours, for the performance of his official duties.

RULE 14. He shall give security, in the sum of twenty thou-

sand dollars, for the faithful discharge of his duties, and shall receive such compensation as may be allowed him by the Board.

DUTIES OF TREASURER.

RULE 15. It shall be the duty of the Treasurer to receive and keep the money of this Corporation, and pay out the same upon warrants drawn by the President and countersigned by the Secretary, and not otherwise.

RULE 16. He shall keep a correct and comprehensive account of all moneys by him received and disbursed, in a book to be kept by him for that purpose, subject to the inspection of any member of the Board; he shall render this account to the Secretary monthly, and oftener, if required.

RULE 17. He shall give bond, in the sum of one hundred thousand dollars, for the faithful performance of his duties, with such security as shall be approved by the Board.

DUTIES OF ATTORNEY.

RULE 18. It shall be the duty of the Attorney to take charge of the legal business of the Board, in all the Courts of the State and of the United States (his expenses and extra compensation being allowed by the Board when he is required to go out of the county of St. Louis), and to make a report to the Board semi-annually, on the second Tuesdays of April and October, of the state of their business in the Courts; to attend the meetings of the Board and give his written opinion on all legal questions referred to him; to draw all legal instruments, leases and other conveyances of the Board; and to pay all moneys collected by him for the Board, to the Treasurer of the Board.

RULE 19. He shall give security in the sum of ten thousand dollars for the faithful discharge of his duties. He shall receive such compensation as may be allowed him by the Board.

DUTIES OF SUPERINTENDENT.

RULE 20. The Superintendent shall devote himself exclusively to the duties of his office.

RULE 21. He shall exercise a general supervision over the Public Schools of the city, and to this end shall visit them, examine into their condition and progress, and see that all the rules prescribed for their government are faithfully observed.

RULE 22. He shall keep a registry of the names and addresses of all applicants for employment as teachers, and of the situa-

tions applied for respectively, and shall cause notices to be given to such applicants, stating the time and place for the examination of candidates, and notify all teachers of their appointment.

RULE 23. He shall keep himself acquainted with the progress of instruction and discipline in schools in other places, that he may be able to suggest appropriate means for the advancement of the Public Schools in this city.

RULE 24. He shall report in writing, at the end of every quarter or whenever required by the Board, giving a detailed statement of the condition and prospects of the schools, and recommending such measures for their improvement as he may deem advisable. In the second quarterly report due in the month of February, the Superintendent shall make an estimate of the probable number of additional school children for whom seats should be provided before the month of September of the same year, specifying as near as may be the localities in which the school accommodations are inadequate to the wants of the community. He shall make an annual report as soon as possible after the close of the scholastic year.

RULE 25. Whenever steps are to be taken to build or alter school-houses, he shall communicate to the Building Committee such information on the subject as he may possess, and shall suggest such plans for the same as he may consider best for the health and convenience of the teachers and pupils, and most economical for the Board.

RULE 26. He shall make investigation as to the number and condition of the children in the city who are not receiving the benefits of education, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies.

RULE 27. He shall attend all meetings of the Board, and, when requested, those of the standing committees.

RULE 28. He shall be present at the office of the Board every day between the hours of twelve and one o'clock, to attend to such office business as pertains to his department.

RULE 29. It shall be his duty in conjunction with the Teachers' Committee to examine all applicants for situation as teachers, and to keep a record of such examinations.

RULE 30. It shall be his duty to attend examinations of the schools, and assist in the same, concurrently with the committees and teachers under whose direction they take place.

RULE 31. He shall see that all the necessary School Registers,

books of Record, and blanks for the use of teachers, are prepared, and ready to be furnished when needed.

RULE 32. He shall make out and certify to the semi-quarterly pay-rolls of the teachers, and shall assist the Secretary in paying the same.

RULE 33. He shall receive for his services such compensation as may be allowed by the Board.

RULE 34. There shall be two Assistant Superintendents, nominated to the Board by the Teachers' Committee, annually, in June, one of whom shall be proficient in the German language, and whose duty shall be to supervise German instruction in the schools under the direction of the Superintendent, and, in connection with the other Assistant, assist the Superintendent in performing the work devolving upon him by the rules and regulations of the Board.

DUTIES OF BAILIFF.

RULE 35. It shall be the duty of the Bailiff to protect the real estate held by the Board from any trespass, wrong or injury; prevent any person from taking possession of said real estate without the permission of the Board; inform the Board from time to time when any person shall be in the adverse possession of any of said real estate, and order such person away from the same; exercise a general supervision over the tenants of the Board; superintend the repairing of school-houses, under the direction of the Building Committee, and shall appoint and have full power over the Janitors of the several school-houses; and he shall report to the Board his action at the next meeting. After the close of each scholastic year the Bailiff shall take an inventory of all furniture and effects in the different schools, and report the same at the next meeting of the Board together with an estimate of its value, a statement of its condition, its increase or loss as compared with the last year's inventory and estimate; he shall attend to any other business or order of the Board, which is not required to be attended to by any other officer thereof except as herein otherwise provided, and collect all bills placed in his hands by the Secretary, and report the names of all delinquents at the first regular meeting thereafter. All rents and other moneys collected or received by said Bailiff shall be paid to the Treasurer of the Board, as soon as practicable after receiving or collecting the same. His office hours shall be from ten A. M. to one P. M.

RULE 36. No act, contract, transaction or proceeding of said Bailiff, except his receipt for rent, shall bind the Board, or injure or prejudice any right, title or interest of, in or to any property held by the Board.

RULE 37. Said Bailiff shall give bond, payable to this Corporation, with such security as shall be approved by the Board, in the sum of ten thousand dollars, conditioned that he will deliver to, and pay over to this Corporation, and account for all money, books, papers, maps, evidences of debt, and other property and effects of this Board that may come into his possession or control; and that he will, in all things, faithfully discharge his duties as such Bailiff.

RULE 38. Said Bailiff shall receive such compensation as may be allowed him by the Board.

COMMITTEES AND THEIR DUTIES.

RULE 39. The President shall appoint at the regular meeting in May, or as soon thereafter as may be, the following standing committees, of each of which he shall be a member *ex-officio*, viz :

- 1—Auditing Committee.
- 2—Teachers' Committee.
- 3—Committee on Lands and Claims.
- 4—Leasing Committee.
- 5—High School Committee.
- 6—Committee on Books, Apparatus and School Supplies.
- 7—Building Committee.
- 8—O'Fallon Polytechnic Institute Committee.
- 9—Committee on Ways and Means.
- 10—Committee on Salaries.
- 11—Library Committee.
- 12—Committee on Public School Polytechnic Building.

RULE 40. The Teachers' Committee, Committee on Lands and Claims, Leasing and Building Committees, shall consist of one member from each district, the districts to be composed as follows : The First and Second Wards shall constitute the First District ; the Third and Fourth Wards, the Second ; the Fifth and Sixth Wards, the Third ; the Seventh and Eighth Wards, the Fourth ; the Ninth and Tenth Wards, the Fifth ; the Eleventh and Twelfth Wards, the Sixth District. Four members of any one of said committees shall constitute a quorum for the transaction of business. The Library Committee shall consist of such

members of the Board as are appointed members of the Board of Managers, of the Public School Library. All the other committees shall consist of three members each.

AUDITING COMMITTEE.

RULE 41. It shall be the duty of the Auditing Committee to examine monthly, and oftener if required, every bill or claim presented to the Board for payment; to examine the Treasurer's and Secretary's books and accounts, and report thereon at the first regular meetings in January, April, July and October, and oftener if required; and no claim of any amount for money due from the Board is to be paid or settled until the same has been examined by them, and submitted to the Board for his action thereon; and no officer connected with this Board shall pay any money (or sign any check, warrant or bond, in lieu thereof) on any demand, until it has been approved as above stated; but this section shall not extend to contracts expressly made by the Board, nor to salaries, nor to bills amounting to less than one hundred dollars ordered by the Building Committee for repairs, nor to bills of ten dollars and under, which are to be paid out of the contingent fund; but all bills paid on account of contracts salaries, and from the contingent fund, shall be placed monthly before the Auditing Committee and examined by the same, and reported on at the next regular meeting of the Board. All certificates of Committees on bills originating in contracts, shall designate the Contract, under which they originate, and refer to the date of record on which the same was approved by the Board.

RULE 42. 1. All bills, which are presented for auditing or payment to committees or officers of the Board must be attached to a printed blank, which shall contain on the inside the date of presentation, name of the party to whom payment is due, designation of merchandise, or the kind of service rendered, the amount due in numbers and words, the certificate of correctness of the proper authority, and a blank receipt, to be filled out and signed upon payment. The outside of each blank shall be appropriately headed as, "St. Louis Public School Voucher", with the proper blank place marked for the year, the number of the voucher, the name of the receiver, the amount, and the signature of the Auditing Committee.

2. All bills presented for auditing shall be countersigned by

the proper committee or authority which gave the order for the same.

3. All bills audited shall be countersigned and marked with the current number by the Auditing Committee, commencing each year with No. 1.

4. Separate bills shall be rendered for the furniture, repairs, and current expenses for each school.

TEACHERS' COMMITTEE.

RULE 43. The Teachers' Committee, in connection with the Superintendent, shall examine applicants for situations, and report to the Board their respective qualifications, and keep a book of record of the same for the inspection of the Board.

RULE 44. They shall adopt such rules in regard to the examination of teachers as they may judge proper.

RULE 45. They shall, in connection with the Superintendent make nominations to fill new situations whenever they occur, subject to the approval of the Board.

RULE 46. The Teachers' Committee shall have power to transfer teachers from one school to another, and to make temporary appointments in case of vacancies occurring; but such appointments shall be reported to the Board at its next meeting, for its final decision.

RULE 47. The Teachers' Committee shall constitute the Standing Committee on the Normal School, and shall visit the same as often as practicable, note the methods of discipline and instruction, and the progress of the students, and report at the close of each quarter the condition and prospects of the school, stating the number of teachers that have been appointed therefrom, and recommending such measures for its improvement as, in their opinion, would be conducive to the interest of the institution.

COMMITTEE ON LANDS AND CLAIMS.

RULE 48. It shall be the duty of the Committee on Lands and Claims to consider and report on all claims to real estate in which the Board is interested, and such other matters pertaining to lands and claims as may be referred to said committee.

LEASING COMMITTEE.

RULE 49. The Leasing Committee shall have a general supervision over all the lands belonging to this Board, and all matters relating to the leasing of property shall be referred to them, and it shall be their duty to report thereon as soon as practicable.

RULE 50. It shall be the duty of the Leasing Committee, every year, in the month of March, or oftener, if found necessary, to place a minimum value upon all the unleased land which is in the actual possession of the Board, and to file a list thereof in the office of the Secretary.

HIGH SCHOOL COMMITTEE.

RULE 51. The Committee on High School, in connection with the Superintendent, shall have the general supervision of the school; and shall select the text-books for the same, subject to the sanction of the Board.

RULE 52. It shall be the duty of said committee to visit the school as often as practicable, to examine into the discipline and mode of instruction of each teacher, to note the progress made by the several classes, and to report to the Board at the end of each quarter the condition of the school, with such suggestions for its improvement as they may deem advisable.

RULE 53. The examination of teachers for the High School shall be conducted under such regulations as the High School Committee may prescribe.

COMMITTEE ON BOOKS, APPARATUS, AND SCHOOL SUPPLIES.

RULE 54. The Committee on Books, Apparatus and School Supplies shall have the general direction of the text-books, apparatus and supplies, to be used in the Public Schools, subject always to the sanction of the Board.

RULE 55. It shall be their duty to take into consideration any application made by any author or publisher to introduce any new text-book into the Public Schools; and to see that such author or publisher furnish the Public School Library and every member and officer of the Board with a copy of such text-book, for examination, as a condition of its being presented to them for acceptance; and said committee shall fully consider such application and thoroughly examine such text-book, and after consultation with the Superintendent and teachers shall make a written report to the Board, setting forth the reasons for or against the introduction of said book into the schools. And it shall be the duty of the said committee, with the advice and assistance of the Superintendent, to order all supplies coming under the head of text-books and apparatus that may be needed in the schools. It shall be the further duty of the committee to order all supplies used in the department of the Secretary and Bailiff.

BUILDING COMMITTEE.

RULE 56. It shall be the duty of the Building Committee to take charge of all buildings, and whenever any new building is wanted, to suggest the best plan and mode therefor; to have charge of all buildings during their erection, and generally to study the most economical as well as the most commodious changes that may be necessary for the comfort and welfare of all the schools under their jurisdiction. The Committee shall report at the meeting in the month of March, such plans for the erection or enlargement of schools as in accordance with the February report of the Superintendent they may deem necessary in order to meet the increased demand for school room by the month of September of the next scholastic year.

RULE 57. They shall, in the months of July and December, and oftener if required, examine into the state of the buildings belonging to this Board, and report what fixtures, painting, repairs and alterations may be required, and furnish an estimate of the cost of the same; and no repairs, the cost of which exceeds one hundred dollars, shall be allowed without the sanction of said Committee and the order of the Board.

O'FALLON POLYTECHNIC INSTITUTE COMMITTEE.

RULE 58. It shall be the duty of the O'Fallon Polytechnic Institute Committee, in connection with the Superintendent, to take special charge of the O'Fallon Polytechnic Institute and Polytechnic Evening Schools, and to recommend suitable teachers for the same, and to fix the course of study therein. They shall visit said Institute and schools as often as practicable, and report monthly, to the Board, the registration of pupils, the character of attendance, and such other information as may furnish the Board with a correct view of the condition and usefulness of the same.

COMMITTEE OF WAYS AND MEANS.

RULE 59. There shall be a Committee of Ways and Means, consisting of three members, whose duties it shall be to examine into the income which is and may be derived from the property of the Public Schools, together with what is or may be obtained from other sources; to ascertain, as near as may be practicable, what expenses are necessary to be borne, and what supply or deficiency of funds there may be to provide for any proposed object, and to report thereon.

COMMITTEE ON SALARIES.

RULE 60. It shall be the duty of the Committee on Salaries to consider and report upon all matters relating to salaries of officers and janitors which may be referred to them, and to act with the Teachers' Committee as a Joint Committee on the subject of the salaries of teachers.

LIBRARY COMMITTEE.

RULE 61. It shall be the duty of the Library Committee to represent the Board of Public Schools in the Board of Managers of the Public School Library, and to report to the Board of Public Schools from time to time the transactions of said Board of Managers. And said committee shall communicate to said Board of Managers the instructions and resolutions of the Board of Public Schools pertaining to the Library.

COMMITTEE ON THE PUBLIC SCHOOL POLYTECHNIC BUILDING.

RULE 62. It shall be the duty of the Committee on the Public School Polytechnic Building to consider and report on all applications to the Board for accommodations therein, and they shall have general supervision over and control of the building, and power to lease the stores and rent the hall therein; but they shall give immediate notice to the Secretary of such leases or engagements of the hall, and the Secretary shall keep a record of the same, and report to the Board, and collect the rent due from parties making said engagements. It shall be the duty of said committee to appoint, on the recommendation of the Bailiff, suitable persons as employees in said building in capacity of engineer, janitor, or watchman.

DUTIES AND COMPENSATION OF ARCHITECT.

RULE 63. The duties of the architect elected, or who may be elected from time to time by the Board, shall be as follows:

He shall draft plans, specifications and contracts for all buildings and improvements erected by order of said Board, and shall furnish the chairman of the Building Committee copies of such plans, specifications and contracts in each case.

He shall superintend the erection of all buildings and improvements erected by order of the Board from their inception to their final completion.

He shall turn over, at the termination of his office, the superintendence of all buildings and improvements then in process of erection or construction to his successor then in office, and shall deliver all duplicate plans, specifications and contracts to the Chairman of the Building Committee without delay.

For the faithful performance of his duties as above set out, the Architect shall give bond, with securities, approved by the Board, in the sum of ten thousand dollars.

The compensation of the Architect shall be three and one half per centum upon the aggregate cost of the completion of buildings and improvements, for the erection of which he has drafted plans, specifications and contracts, and which were begun and completed under his supervision.

If only part of the above work is or should be done by order of the Board, his compensation shall be *pro rata*, such *pro rata* to be determined by the Building Committee.

For all other work, if any, that is or should be done by him by order of the Board, his compensation shall be determined by the Building Committee.

The compensation to be paid to the Architect shall be considered due and payable at the following times and in the following proportions:

One half of three and one half per centum as soon as all drawings are completed and duplicates are delivered, and the corresponding contract with the Builder is made.

The remaining one half of said commission in proportion to, and at the times of payments made of the different instalments under the contract to the Builder.

MISCELLANEOUS.

RULE 64. All officers of the Board, at the expiration of their term of service, or on being removed, shall respectively deliver over to their successors in office, all books, papers, and money that may be in their hands belonging to this Corporation.

RULE 65. The non-attendance of any member for two consecutive regular meetings, of which the usual notice has been served upon him, may be construed by the Board as a resignation of his seat, unless he is prevented from attending by sickness, or absence from the city, or for a reason satisfactory to the Board; and a new election shall be ordered as in cases of resignation.

RULE 66. All resolutions and orders of the Board contrary to, or inconsistent with, any of the foregoing rules, are hereby repealed.

RULE 67. None of the foregoing rules shall be repealed or altered unless two-thirds of all the Directors vote for the repeal or alteration; nor unless, upon motion made in writing for that purpose, at a previous meeting of the Board.

RULES AND REGULATIONS

FOR THE GOVERNMENT OF THE ST. LOUIS PUBLIC SCHOOLS.

Section I. — Course of Study.

RULE 1. In the schools under the control of the board there shall be four courses of study : 1. The Normal school course ; 2. The High school course ; 3. The District school course ; 4. The O'Fallon Polytechnic Institute.

RULE 2. The course of study for the Normal school shall cover a period of two years and be divided into four classes, each occupying half a year as at present arranged, subject to modification from time to time as the Board shall direct.

It shall embrace the following studies, including the modes of teaching the same, in each case : Arithmetic, Geography, English Grammar, Latin, Reading and Elocution, Composition, Vocal Music, Drawing and Penmanship, Human Anatomy and Physiology, Constitution of the United States, Algebra, History, Geometry, Mental Philosophy, Natural Philosophy, English Literature, Theory and Art of Teaching.

RULE 3. The High School course of study shall cover a period of four years, and shall constitute a general and classical course, as at present arranged, subject to such modifications as the Board shall direct.

It shall embrace the following studies :

Algebra, English Analysis, Physical Geography, Latin, Drawing, Geometry, Greek, Physiology, Ancient Geography, Astronomy, Universal History, English Literature, Constitution of the United States, Vocal Music, Rhetorical Exercises, and allowing a substitution, in the general course, of Natural Philosophy, Chemistry, Bookkeeping, Trigonometry, Botany, Zoology, History of Art, Astronomy, French, German, Analytical Geometry and Calculus, Mental and Moral Philosophy, for a corresponding number of studies in the first list.

RULE 4. The District School course of study shall be divided into seven grades, each grade including an average year's work as nearly as may be, and the whole to constitute a thorough course in the following branches : Reading, Spelling, Writing, Vocal

Music, Geography, Mental and Written Arithmetic, English Grammar, History and Constitution of the United States, Composition, and Outlines of Physics and Natural History.

RULE 5. The O'Fallon Polytechnic Institute shall include, first, an elementary course in the ordinary branches : Reading, Writing, Spelling, Arithmetic and Geography, conducted in such schools as the Board shall establish from year to year for the benefit of such of the industrial population of the city as have no facilities for availing themselves of the day schools ; secondly, a higher course, including the following studies : Line Drawing, Higher Arithmetic, Algebra, Geometry, Chemistry, Natural Philosophy, English Grammar, and such other branches of technological instruction as may be required by a sufficient number of pupils to form a class.

Section II. — Classes of Schools.

RULE 6. The Normal School course shall be conducted in a separate school established for the training of teachers for the St. Louis public schools.

RULE 7. The High School course shall be conducted in the High school and such Branch High Schools as the Board shall from time to time establish for the purpose of providing additional room and accomodating such pupils as reside in the extreme parts of the city; said Branch High Schools shall relieve the High School of the whole or such portions of the lower class, or classes, as shall from time to time be rendered necessary by the growth of the department.

RULE 8. The District Schools shall be divided into six classes, as follows :

First-class schools to include the Benton, Blow, Carr Lane, Carroll, Clay, Clinton, Douglas, Eliot, Everett, Franklin, Laclede, Lafayette, Lincoln, Lyon, Madison, O'Fallon, Stoddard, Washington, Webster and such others as the Board shall add from time to time, when the number of pupils in the first grade of the course of study shall seem to require it. All first-class schools shall admit pupils belonging to any one of the seven grades of the course of study.

Second-class schools to include the Humboldt, Jefferson, Carondelet, Irving, New Webster, and other twelve-room schools to which first grade pupils are not admitted.

Third-class schools to include the Carr, Charless, Chouteau, Eads, Gamble, Jackson, Pestalozzi, New Webster, No. 3, and

such other eight-room schools as the Board shall open from time to time. Pupils above the third grade shall not be admitted to this class of schools.

Fourth-class schools to include the Penrose, Jefferson Branch, Clark and such other six-room schools as the Board shall establish. Pupils above the fourth grade shall not be admitted to this class of schools.

Fifth-class schools to include the Dodier, Gravois, Hamilton, Compton, Shepard, Maramec, No. 4, No. 2, No. 1, and other four-room schools wherever established. Pupils above the fourth grade shall not be admitted to this class of schools.

Sixth-class schools to include those which have less than two hundred pupils.

Section III.—Corps of Teachers to each School.

RULE 9. In the assignment of teachers there shall be an average of at least one assistant for each twenty pupils in the Normal school, one assistant to each thirty in the High school, one assistant to each forty-eight pupils in the first, second and third grades, and one to each sixty pupils in the fourth, fifth, sixth and seventh grades of the district school course. In each case enumerated there shall be allowed an additional assistant in case of an additional number of pupils greater than one-half of the proper quota defined in this rule.

RULE 10. The organization of each first class school shall be as follows:

One Principal,	}	
One Head Assistant,		Grammar Department.
One First Assistant,		
One Second Assistant,		
One Second Assistant,	}	Primary Department.
One First Assistant,		

A sufficient number of Third Assistants to make up the corps in accordance with the regulation as to the number of pupils to each teacher. The organization of each second-class school shall be the same with omission of Head Assistant.

RULE 11. The organization of each third-class school shall be—

One Principal,
One First Assistant,
One Second Assistant, Primary,
And Third Assistants for the remainder of the corps.

RULE 12. Fourth-class schools shall have—

One Principal.

One Second Assistant.

One Second Assistant, Primary.

And Third Assistants for the remainder of the corps.

RULE 13. Fifth-class schools shall have—

One Principal.

One Second Assistant, Primary.

Third Assistants for the remainder of the corps.

RULE 14. Sixth-class schools shall have—

One Principal.

And Third Assistants for the remainder of corps.

Section IV. Teachers (General Duties).

TEACHERS.

RULE 15. The teachers elected at the close of the scholastic year shall hold their offices for one year, unless sooner removed by vote of a majority of the Board.

RULE 16. They are required to be at their respective rooms fifteen minutes before the time for opening each session, and any teacher failing to comply with this rule shall be reported by the Principal as tardy.

RULE 17. They shall open school punctually at the appointed time, devote themselves during school hours exclusively to the instruction of their pupils, maintain good order, and strictly adhere to the course of study and the use of the text-books prescribed by the Board.

RULE 18. It shall be their duty to practise such discipline in their school as would be exercised by a kind and judicious parent in his family, always firm and vigilant, but prudent. They shall endeavor on all proper occasions to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, love to God, love to man, sobriety, industry and frugality. But no teacher shall exercise any sectarian influence in the schools.

RULE 19. They shall see that the pupils under their charge distinctly understand and faithfully observe all the rules relating to pupils.

RULE 20. They shall not allow any agent or other person to exhibit in the schools any books or articles of apparatus, unless by consent of the Superintendent; nor any contribution for any

purpose whatever to be taken up in any school ; nor shall they receive presents of money, or other valuables, from the pupils under their tuition at their respective schools.

RULE 21. They shall attend carefully to the ventilation and temperature of their school rooms.

RULE 22. Any teacher who may be absent from school on account of sickness or other necessity, must cause immediate notice of such absence to be given to the Superintendent.

RULE 23. The teachers may, for the purpose of observing the modes of discipline and instruction, take two days in each year to visit any of the Public Schools ; but such visiting days shall not both be taken in the same quarter, nor till provision, satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

RULE 24. No teacher shall resign without giving two weeks' written notice to the President of the Board, in default of which all compensation for that length of time may be forfeited.

RULE 25. All the teachers in the employ of the Board shall meet on the second Saturday of each month, during the scholastic year, at 10 o'clock A. M., at some convenient room to be selected by themselves, for the purpose of promoting the interests of the schools and the discussion of matters pertaining to the profession of teaching generally ; and the teachers may select for themselves such plan as they may deem most efficient for securing the end desired. The teachers may elect their own chairman and secretary, who shall keep a brief record of their proceedings, and report quarterly to the Superintendent. The days of meetings of the teachers shall be regarded as school days, and absence therefrom shall be counted the same as a half-day's absence from school.

RULE 26. The salary of teachers shall be deducted *pro rata* for absence, except in cases of sickness of teachers, when half-pay shall be allowed : Provided, however, that no deduction shall be made for two days' absence during the half quarter, caused by death in the family, and that said half-pay shall not extend for a longer period than five weeks.

CONCERNING DISCIPLINE.

RULE 27. All teachers are required to maintain strict order and discipline in their schools and class rooms, at all times. Any neglect of this requirement will be considered good cause for dismissal. In maintaining order teachers are hereby authorized

to employ any proper means which may be necessary to secure a compliance with their commands to the pupils, and in the use of which they will receive the full countenance and support of the Board.

RULE 28. All teachers will be held to a strict accountability as to the manner in which they shall use the authority herein delegated, and, upon complaint of severity of punishment, each case shall be adjudged upon its own merits, the teacher being subject to instant dismissal, if the Board decide it to be demanded by the circumstances.

RULE 29. Each teacher in the employ of the Board shall file with the Superintendent, at the close of each quarter of the scholastic year, a list of all cases of corporal punishment inflicted by said teacher during the quarter, giving *date, name of pupil, and cause of punishment.*

RULE 30. Those teachers who are most successful in controlling their pupils without the use of corporal punishment, other qualifications being sufficient, shall be awarded by the Board a higher degree of appreciation, and receive the preference over all others in promotions and appointments.

VOCAL MUSIC.

RULE 31. There shall be given two lessons in music per week to the Normal School, two to the High School, and one to each first-class District school. The Music Teachers and the Superintendent, on consultation with the Principals, shall arrange the time at which the music lessons shall be given at the different schools. During the time the school is under the instruction of the Music Teacher, the discipline of the school shall continue under the charge of the regular teachers, who shall be present while the instruction is given, and shall arrange the scholars, for that purpose, in such a manner as the Teacher of Music may desire.

RULE 32. The teachers shall require their pupils to practise music at least fifteen minutes every day, and it is recommended that the exercises of each day be opened and closed with appropriate singing.

SCHOOL MEMBERSHIP.

RULE 33. In all cases of absence of pupils from school whether with intention of returning or not, and whether the absence be occasioned by sickness, or other causes, including even the sus-

pension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging" for three days and dropped uniformly on the beginning of the fourth day in case he does not return.

RULE 34. For the purpose contemplated in the foregoing rule, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular school session of the half-day.

Section V.—Principals (Special Duties).

PRINCIPAL TEACHERS.

RULE 35. The Principal Teachers shall keep a Register in which they shall record the name, age, birth-place, residence, and date of admission of each pupil, for the first time entered in the Public Schools, and also the name and occupation of the parent or guardian.

RULE 36. They shall also make a daily record of the pupils admitted, present, absent or tardy; and at the close of each quarter, and the close of the year, furnish the Superintendent with the required reports according to prescribed forms.

RULE 37. The Principal shall have a general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness, or cleanliness, on the premises; whenever any repairs are needed, he shall give notice thereof to the Superintendent.

RULE 38. The Principals shall be at their respective schools thirty minutes before the time of opening each morning session. They shall assemble at the office of the Superintendent for the purpose of consultation, on the Wednesday preceding the second Saturday of each month of the scholastic year, at half past four o'clock P. M.

RULE 39. The Principal shall, within one week after the commencement of each quarter, furnish the Superintendent with a programme of the daily exercises of the different rooms of his school.

RULE 40. Each Principal shall examine the classes of the Assistants as often as practicable, without neglecting the pupils under his immediate charge.

RULE 41. The Principals shall be permitted, without interference on the part of any member of the Board, or the Superintendent, to arrange the details for the internal government of their

schools according to their own method, provided such method is not inconsistent with the general regulations of the schools; such Principals, of course, being liable to be judged as to their qualifications, by the results they may produce.

RULE 42. The Principals shall cause arrangements to be made in their respective schools to open at least one room therein as early as eight o'clock A. M., for the reception of pupils arriving at an unseasonable hour; arrangements shall be made by said Principals to have said room or rooms under such proper supervision as may be approved by the Superintendent. In no cases shall the children be excluded from the building during the intermission at noon.

Section VI.—Local Supervision.

43. The Principal of the High school shall have under his immediate charge the pupils of the High School, and in addition to this he shall visit the Branch High Schools, as often as possible, and confer with the Principals thereof as to matters of instruction. He shall examine the pupils thereof quarterly, or oftener, and all promotions from class to class in the High School course shall be under his direction. He shall see that the course of study is strictly followed, and the prescribed text books used by the pupils, and that the rules for the government of the High school are uniformly observed in the Branch High Schools. He shall receive and forward to the Superintendent the reports from the Branch High Schools, together with a consolidated report of the same. Examinations for promotion from class to class shall be conducted in writing and the questions therefor shall be prepared by the Superintendent and Principal of the High School. The percentages shall be made out by the corps of teachers of the class to which said promotion is to be made and the results transmitted to the High School committee for their action. The per-cents of applicants for admission to the Junior class of the High School course shall be made out by the corps of teachers of that class, and the results transmitted to the High School committee as in the previous case.

44. Such principals of the first class schools as are designated by the Board from time to time, shall rank as supervising principals and shall exercise supervisory control over such schools as are placed under their charge.

I. They shall visit said schools at least once per week, confer with the principals thereof, and report to the Superintendent in accordance with prescribed forms,

- (a) Their general condition.
- (b) The efficiency of teachers in discipline and instruction.
- (c) What classes they examined and their condition.
- (d) What classes they approved for promotion from grade to grade, or from one book to another.
- (e) Any irregularity in the observance of the rules of the Board which they found.
- (f) Date and amount of time consumed in each visit.

II. It shall be their duty to meet the Superintendent weekly, if required, to consult measures for the improvement of the schools.

III. They shall receive and forward to the Superintendent the reports of the schools under their respective supervision, together with a consolidated report of the same.

IV. They shall conduct not less than two nor more than four of the daily recitations of the first grade under their charge.

V. They shall report to the Teachers' Committee, whenever required, the standing and general efficiency of each teacher under their supervision, as regards discipline and instruction.

Districts Supervised.

45. The Principals of the following first-class schools shall rank as supervisory Principals, and their supervision shall extend over the schools herein named, as follows :

- Principal of the Clay, over the Irving and Number Five.
- Principal of the Webster, over the New Webster and Dodier.
- Principal of the Douglas, over Number Two and Jackson.
- Principal of the O'Fallon, over Carr and Jefferson Branch.
- Principal of the Everett, over the Everett Primary and Douglas Primary.
- Principal of the Franklin, over the Olive Street Primary.
- Principal of the Carr Lane, over the Carr Lane Primary and Hamilton.
- Principal of the Stoddard, over the Penrose.
- Principal of the Benton, over Number Three.
- Principal of the Eliot, over the Eads.
- Principal of the Lincoln, over the Chouteau and Compton.
- Principal of the Clinton, over the Charless and Number Four.

Principal of the Laclede, over the Gamble.
Principal of the Madison, over the Clark and Number One.
Principal of the Carroll, over the Pestalozzi.
Principal of the Lafayette, over the Gravois, and Concordia.
Principal of the Lyon, over the Shepard and Maramec.
Principal of the Blow, over the Blow Primary, Carondelet and Number Six.

Section VII.—Pupils.

ADMISSION, ATTENDANCE AND ABSENCE.

RULE 46. No child shall be for the first time received into the Public Schools unless accompanied by the parent or guardian, who shall give satisfactory evidence that said child is six years of age, and has been vaccinated; but no child under seven years of age shall be admitted unless vacancies exist after the older children have been accommodated.

RULE 47. Every pupil shall be required to attend the school established in the district in which such pupil resides: *Provided*, that, whenever such school is full, the pupil may be admitted elsewhere, or, for good cause shown, the Superintendent be empowered to make a transfer of pupils.

RULE 48. No one, having been a pupil in one school, shall be admitted into another during the same scholastic year, without presenting to the Principal a certificate of honorable discharge from the former school, or a permit from the Superintendent.

RULE 49. No pupil shall be allowed to depart from school before the usual time, unless for sickness, or on account of some other pressing emergency, of which the teacher shall be the judge.

RULE 50. Children applying for admission into the Public Schools are required to furnish all the necessary text-books and stationary used in their classes, in default of which they shall not be received, unless satisfactory evidence is furnished to the Principal or Superintendent of inability to procure said books, in which case the books shall be supplied by the Board.

RULE 51. Sickness of the pupil, or in the family, or some urgent necessity, shall be regarded as the only legitimate excuse for absence.

RULE 52. Pupils who have been absent, or who, from any cause, have failed to prepare their lessons satisfactorily, may be required to recite them after school.

RULE 53. No pupil shall be allowed to be absent from school, during the regular sessions, to take music, drawing, dancing, or other lessons.

DEPARTMENT OF PUPILS.

RULE 54. The pupils must, on all occasions, be obedient to their teachers, and polite in their intercourse with each other. They must be diligent in study, prompt in recitation and observe propriety of deportment during the recesses, and in coming to and going from school.

SUSPENSION OF PUPILS.

RULE 55. Cleanliness in person and clothing is required of every pupil, and repeated neglect, or refusal to comply with this rule, shall be sufficient cause of suspension from school.

RULE 56. Any pupil who shall destroy or injure any property of the Public Schools, shall be required to pay the amount lost thereby, and, on failure to do so, such pupil may be suspended from school.

RULE 57. Any pupil who shall be absent four half days in one month, or who is repeatedly tardy, without giving an excuse satisfactory to the teacher, may be suspended from school by the Principal, written notice of which shall be immediately given to the parent or guardian, and to the Superintendent.

RULE 58. No pupil shall be allowed to be absent more than one day to attend any pic-nic party; and such absence shall be allowed *only* when previous request for the same has been made to the teacher by the parent or guardian of the pupil. Any violation of this regulation shall be deemed sufficient cause for suspension.

RULE 59. Any pupil guilty of disobedience to a teacher, or of gross misconduct, may be suspended by the Principal, written notice of which, stating the cause, shall be immediately given to the parent or guardian, and to the Superintendent.

RULE 60. Any pupil suspended from school by virtue of any one of the above rules, can be restored *only* on such conditions as the Superintendent or Board of Directors shall determine.

Section VIII. — High School.

RULE 61. The regular examination of applicants for admission to the High School shall be commenced on the Thursday next preceding the close of the fourth quarter, and continue from

day to day till completed. The Superintendent and the Principal of the High School, with the aid of the Assistant Teachers, shall constitute the Examining Committee. In this examination the applicants shall be required to write answers to printed questions, prepared for the purpose, and approved by the High School Committee. After the scholars have assembled, and before the examination is commenced, each applicant shall receive a card, containing *a number by which alone he shall be known throughout the examination*. He shall write upon a slip of paper this number, his whole name, his age, and the name of the school from which he came; which papers shall be preserved, for the purpose of identifying the scholars after the examination has been concluded, and the successful candidates admitted to the High School. During the examination, each individual shall sign his *number*, and not his name, to his exercise. When the writing is finished, the Examining Committee shall carefully examine all the answers, determine the *per cent.* of correctness in each study, compute the average of the several studies, and record the whole in a tabular form. From this tabular statement the High School Committee shall designate the *numbers* which entitle the holders thereof to admission to the High School.

RULE 62. The studies of the High School shall constitute a *General* and a *Classical* course. The *Classical* course (as at present arranged) shall occupy four years, and shall include the studies required for admission to the best American colleges; and may be continued, by longer attendance, through all the studies requisite for a good classical education. The *General* course shall occupy four years, and shall embrace the mathematics and drawing necessary for an accomplished engineer; the Latin language, so far as is possible and desirable for general culture, for more thorough acquaintance with general grammar and with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature as shall best fit pupils for different departments of business, and make them generally intelligent.

RULE 63. Where studies are given as optional, it is meant that the pupil, with the approval of the Principal, may choose which he will pursue. No change in studies shall be afterwards

admissible, unless it shall be regarded by the Principal as expedient or necessary.

RULE 64. No pupil shall be admitted to the High School who is not twelve years of age, and who has not passed a satisfactory examination in reading, spelling, penmanship, geography, grammar, history of the United States and arithmetic. Applicants for admission to the High School shall be allowed to substitute German for Geography in the list of studies for admission; and the questions for examination submitted to such applicants shall be made out on the Orthography and Etymology of the German language, with special reference to the system of inflections; and all pupils of the Junior Class who have been admitted on the German examination, shall have three lessons per week in Latin, and two lessons per week in German, throughout the year.

RULE 65. Every candidate for the High School, coming from any of the Grammar Schools, must present to the Examining Committee the following certificate, properly filled out and signed:

CERTIFICATE OF QUALIFICATION FOR ADMISSION TO THE HIGH SCHOOL.

—School—18—

The bearer _____ is _____ years of age, has been a member of this school _____ years, and is, in my opinion, well qualified, as required by rule, both in deportment and scholarship, for admission to the High School.

_____, Principal

RULE 66. All pupils admitted shall be on probation the first term, and if, at the end of that time, they do not hold a fair position in their classes, they shall be withdrawn from school.

RULE 67. No pupil shall be advanced from a lower to a higher class who has not undergone a satisfactory examination in all the branches of the lower class.

RULE 68. A pupil, having been absent twice within one month, without presenting sufficient excuse, may, on the morning of the third absence, be discharged, and shall be re-admitted only by a permit from the Superintendent.

Section IX. — Normal School.

RULE 69. This school is intended for the training of persons who desire to become teachers in the St. Louis Public Schools.

RULE 70. All qualified females, of the age of seventeen years and upwards, may be admitted to the Normal School on subscribing the following declaration :

I, the subscriber, hereby declare that it is my intention do devote myself to the business of teaching in the Public Schools of St. Louis, for at least two years; that my object in resorting to this Normal School is the better to prepare myself for this important work. And I furthermore declare that I intend to continue in the Normal School during the time required for my graduation, unless honorably discharged by the Committee.

RULE 71. The qualifications required shall be good moral character, physical competency, and ability to pass a satisfactory examination in reading, writing, spelling, arithmetic, geography, English grammar, and history of the United States.

RULE 72. Candidates for admission shall present themselves at the school on the first day of the first or third quarter of the scholastic year, for examination and classification. The Principal shall conduct the examination, under the direction of the Teachers' Committee, by whose authority the successful candidates shall be admitted.

RULE 73. Pupils from the St. Louis High School shall not be required to pass the examination for admission to the Normal School, but may be admitted upon the following conditions, provided their record in scholarship and deportment has been satisfactory in the High Schools : (1) Graduates of the High School may be admitted into the senior class of the Normal School ; (2) Pupils of the High School who have completed the studies of the third class may be admitted to the middle class of the Normal School ; (3) Pupils who have completed the studies of the second class of the High School may be admitted into the junior class of the Normal School ; (4) Pupils who have completed not less than two quarters work of the junior class of the High School may be admitted into the fourth class of the Normal School. These special conditions of admission shall apply to the pupils of the High School only in case said pupils are sixteen years of age and upwards if admitted to the Fourth class of the Normal School, and of corresponding advance in age if admitted to the higher classes.

Section X. — Miscellaneous.

TERMS AND SCHOOL SESSIONS.

RULE 74. The scholastic year shall commence the first Monday in September, and continue forty consecutive weeks, exclusive of the Christmas holidays, and be divided into four terms of ten weeks each.

RULE 75. There shall be two daily sessions in all the schools, except the High and Normal. The first session shall commence at 9 o'clock A. M., and close at 12 M.; and the second shall commence at 1½ o'clock P. M., and close at a quarter before 4 o'clock P. M., throughout the year.

RULE 76. During each morning session there shall be a recess of fifteen minnites, to be arranged as the Principal may think most judicious. In the afternoon there shall be no recess, except one of ten minutes for the primary children, who shall be carefully supervised by their teachers during said recess, and prevented from causing disturbance to the higher departments.

RULE 77. In the High and Normal Schools there shall be but one daily session, commencing at 9 o'clock A. M., and closing at 2½ o'clock P. M., throughout the year. But from April 1st, the session may commence at 8½ o'clock A. M., and close at 2 P. M., if so directed by the Teachers' Committee.

RULE 78. The schools shall have a vacation from the close of the scholastic year till the first Monday in September. They shall also be closed from the 25th of December to the 1st of January, inclusive; on all Thanksgiving or Fast days authorized by the State or General Government, and on all Saturdays throughout the year; but on no other day, unless by special permission of the Board.

EXAMINATIONS.

RULE 79. A public examination of all the schools shall take place on the Friday of the last week in the scholastic year; besides which, all the classes in the High and Normal Schools shall be examined in each branch of study when it is completed, and a written examination shall be held in the higher grade of the District Schools at the close of the second quarter of each scholastic year.

RULE 80. All regulations of the Board, heretofore adopted, inconsistent with these rules are hereby rescinded.

ANNUAL REPORTS OF SECRETARY FOR 1870-71.

OFFICE OF THE BOARD OF ST. LOUIS PUBLIC SCHOOLS, }
St. Louis, August 1st, 1871. }

*To the Honorable the Board of President and
Directors of the St. Louis Public Schools:*

GENTLEMEN—The Annual Reports of the Secretary for the fiscal year ending July 31, 1871, are herewith submitted.

1. **BALANCE OF BILLS RECEIVABLE**, on hand July 31, 1871.
2. **RECEIPTS AND EXPENDITURES** during the year, from **August 1, 1870**, to **July 31, 1871**.
3. **BALANCE SHEET** for the year ending July 31, 1871.
4. **SCHOOL EXPENSES PROPER** for the year ending **July 31, 1871**.
5. **LIST OF UNLEASED LANDS** belonging to the Board, **July 31, 1871**.
6. **REAL ESTATE AND IMPROVEMENTS** for School purposes.

MILTON H. WASH,

Secretary.

Balance of Bills Receivable, on hand July 31, 1871.

APPENDIX.

Date of Note,	BY WHOM GIVEN.	TIME.	ACCOUNT OF.	Amount.
May 18, 1869	Sundry persons 21 to 35 inclusive (worthless)			\$ 494.14
" 21, 1869	St. Louis & Iron Mountain Rail Road.....			40000.00
" 21, 1869	Valentine Butterfield			900.00
" 21, 1869	Peter P. Daley			587.50
" 21, 1869	W. C. Sipple			375.00
" 21, 1869	Ellen M. Mitchell			892.00
" 21, 1869	L. Butterfield			875.00
" 21, 1869	Wm. D. Shore			375.75
" 21, 1869	John Ringen.....			381.87
" 21, 1869	James A. Hardy			1261.76
" 21, 1869	Geo. P. Plant			1638.00
" 21, 1869	"			1137.50
" 21, 1869	"			1168.75
" 21, 1869	"			1168.75
" 21, 1869	"			922.00
" 21, 1869	"			937.50
" 21, 1869	J. W. Sears			812.50
" 21, 1869	Lewis Biernan			912.50
" 21, 1869	Henry A. Clover			587.50
" 21, 1869	Joseph H. Locke			986.00
" 21, 1869	Valentine Butterfield			1000.00
" 21, 1869	Lewis Biernan			675.00
" 21, 1869	Edward Iliffy			425.00
" 21, 1869	Ed. A. Longeran			412.50
" 21, 1869	Henry B. Poernman			987.50
" 21, 1869	J. J. Conroy			587.50
" 21, 1869	Peter P. Daley			381.50
" 21, 1869	James S. Dowling			387.50
" 21, 1869	Paul M. Sweeney			375.00
" 21, 1869	W. G. Sipple			381.25
" 21, 1869	H. H. Launier			512.50
" 21, 1869	Horace Wilcox			643.75
" 21, 1869	W. H. Godfrey			612.50
" 21, 1869	James Tausig			802.90
" 21, 1869	Ellen M. Mitchell			721.00
" 21, 1869	Jos. P. Yastine			341.19
" 21, 1869	James Williams			1346.69
" 21, 1869	James Richardson			

APPENDIX.

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			\$ 905.97
May 21, 1869	James Richardson	3 years	875.00
" 21, 1869	L. Butterfield	3 "	112.50
" 21, 1869	August Bohm	3 "	136.63
" 21, 1869	Michael Baumann	3 "	378.75
" 21, 1869	W. D. Spore	3 "	247.00
" 21, 1869	E. R. Lachance	3 "	344.50
" 21, 1869	John Kannan	3 "	581.87
" 21, 1869	John Ringen	3 "	1261.75
Mar. 16, 1870	Jas. A. Hardy	18 months	2500.00
" 16, 1870	W. O. Taylor	7 "	1000.00
" 16, 1870	"	24 "	1000.00
" 16, 1870	"	30 "	1000.00
" 16, 1870	"	36 "	1000.00
" 16, 1870	"	40 "	1000.00
" 16, 1870	"	48 "	1000.00
" 16, 1870	"	64 "	1000.00
" 16, 1870	"	80 "	1000.00
" 16, 1870	"	86 "	1000.00
" 16, 1870	"	72 "	1000.00
" 16, 1870	"	78 "	1000.00
" 16, 1870	"	84 "	1000.00
Feb. 10, 1870	Zebulon Hollingsworth	2 years	125.00
" 10, 1870	"	3 "	125.00
" 10, 1870	"	4 "	125.00
MAY 21, 1870	James McGrath	2 "	1950.00
Nov. 26, 1870	Wm. Burden, Prest	4 "	4297.04
		Total Amount.....	\$116650.19

Receipts and Expenditures during the year beginning August 1st, 1870, and ending July 31st, 1871.

RECEIPTS.	EXPENDITURES.
Balance in the hands of treasurer, Aug 1, 1870.	\$ 22,733 02
From rent of real estate.....	53,224 66
From bills payable, notes discounted.....	470,000 00
From bills receivable.....	84,428 61
From interest	8,670 27
From county collector, taxes.....	550,830 30
From special tax refunded	285 37
From real estate sold.....	2,265 00
From interest rebated	1,235 18
From street opening damages	8,980 08
From gas account refunded	6 00
From rent of hall	95 00
From state school fund	51,350 71
From delinquent tax, t 44, r 7	425 85
	For bills payable
	For interest
	For rent of school houses
	For fuel
	For gas
	For furniture
	For expenses
	For school supplies
	For legal expenses
	For repairs
	For real estate and improvements
	For janitors' salaries
	For officers' salaries
	For teachers' salaries
	For architect
	For special taxes
	For public school library
	For contingent fund
	For delinquent tax, t 44, r 7, refunded
	For general taxes
	For damages opening streets, refunded
	For balance in the hands of treasurer, August 1st, 1871
	\$ 490,842 78
	13,870 93
	4,813 00
	13,669 89
	4,399 00
	17,745 43
	18,417 97
	10,408 46
	236 95
	26,657 40
	197,313 99
	*\$38,407 35
	17,355 10
	373,674 65
	7,745 27
	3,150 44
	5,500 00
	300 00
	25 67
	1,443 93
	2,500 36
	11,051 62
	\$1,254,530 04

*Includes pay of employees in Polytechnic Building.

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ST. LOUIS PUBLIC SCHOOLS.
BALANCE SHEET, for the year ending July 31st, 1871.

Accounts.	Face of Ledger.		Revenue and Expen-		Balances.	
	Debtor.	Credit.	Debtor.	Credit.	Debtor. Assets.	Credit. Liabilities
ASSETS,						
Real Estate for revenue.	1,521,897 04	.....	.....	.....	1,521,897 04	.....
Real Estate for school p's	2,017,457 66	.....	.....	.....	2,017,457 66	.....
Bills receivable.	116,950 19	.....	.....	.....	116,950 19	.....
County Collector, C. McGuire.	102,276 86	.....	.....	.....	102,276 86	.....
Treasurer, T. B. Edgar.	11,051 62	.....	.....	.....	11,051 62	.....
Bellif, Geo. M. Fichtenkam.	12,451 15	.....	.....	.....	12,451 15	.....
Board Managers Public School Library.	15,341 60	.....	.....	.....	15,341 60	.....
St. Louis Public School Library.	941 06	.....	.....	.....	941 06	.....
Contingent Fund.	393 66	.....	.....	.....	393 66	.....
Delinquent Rents.	90 00	.....	.....	.....	90 00	.....
Peter Martin.	746 05	.....	.....	.....	746 05	.....
LIABILITIES.						
Bills payable.	537,843 33	.....	.....	.....	537,843 33	.....
REVENUE.						
Rent Bills.	59,817 83	59,817 83	.....	.....	.....	.....
General and Delinquent Tax.	544,614 71	544,614 71	.....	.....	.....	.....
Tax Revenue 1870.	57,974 47	57,974 47	.....	.....	.....	.....
" " 1869.	21,891 89	21,891 89	.....	.....	.....	.....
Delinquent Tax 1868.	22,473 50	22,473 50	.....	.....	.....	.....
Uncharged Delinquent Tax.	6,152 59	6,152 59	.....	.....	.....	.....
State School Fund.	51,350 71	51,350 71	.....	.....	.....	.....
Polytechnic Hall Rent.	156 74	156 74	.....	.....	.....	.....
Delinquent Tax T 44 R 7	400 28	400 28	.....	.....	.....	.....
Damages opening streets	6,479 72	6,479 72	.....	.....	.....	.....
EXPENSE.						
Architect.	7,745 27	.....	.....	7,745 27	.....	.....
Interest.	3,688 29	.....	.....	3,688 29	.....	.....
Rent of School houses*.	5,613 05	.....	.....	5,613 05	.....	.....
Fuel.	13,669 89	.....	.....	13,669 89	.....	.....
Gas.	4,393 00	.....	.....	4,393 00	.....	.....
Furniture.	17,745 43	.....	.....	17,745 43	.....	.....
Expense (General).	15,417 97	.....	.....	15,417 97	.....	.....
School Supplies.	10,408 46	.....	.....	10,408 46	.....	.....
Legal Expenses.	236 95	.....	.....	236 95	.....	.....
Janitor Salaries.	33,407 35	.....	.....	33,407 35	.....	.....
Officers' Salaries.	17,355 10	.....	.....	17,355 10	.....	.....
Teachers' Salaries.	373,674 55	.....	.....	373,674 55	.....	.....
Special Taxes.	5,773 12	.....	.....	5,773 12	.....	.....
General Taxes.	2,233 30	.....	.....	2,233 30	.....	.....
Balance as per last Report.	3,004,802 65	.....	.....	.....	.....	.....
Net revenue over Exp.	4,313,958 62	4,313,958 62	.....	256,950 71	.....	.....
Amount to be credited to St. L. P. S., Aug. 1, '71	.....	.....	771,312 44	771,312 44	.....	.....
					3,790,596 89	3,790,596 89

* Including \$800 rent Jefferson Branch School, paid by endorsements on Bill Receivable and not in cash.

ST. LOUIS PUBLIC SCHOOLS.

Detailed Statement of the Expenses of each School for the year ending July 31, 1871.

APPENDIX.

Names of Schools.		Rent of Schoolhouses	Supplies.	Repairs.	Fuel and Gas.	Miscellanous Expenses.	Janitors' Salaries.	Teachers' Salaries.	Furniture.	Cleaning Vaults.	Total.
Normal	\$ 461 30	\$ 24 27	\$ 86 50	\$ 600 00	\$ 7977 90	\$ 31 00	\$ 9179 97	\$ 22696 85	\$ 600 00	\$ 600 00	\$ 22696 85
High	293 70	1425 12	661 33	248 35	840 00	19216 36	13 00	13 00	65 50	65 50	6909 40
Intermediate	75 85	23 25	3 00	3 00	998 80	448 50	1769 82	1769 82	131 25	131 25	14241 15
Benton	352 30	631 90	560 83	30 50	10215 80	1769 82	61 50	61 50	120 00	120 00	9291 79
Blow	257 30	84 27	141 02	33 35	480 00	8234 35	120 00	717 16	24 00	24 00	1205 09
" Pr. 1	280 00	35 40	25 94	2 60	120 00	717 16	120 00	717 16	24 00	24 00	1205 09
" " 2	125 00	42 10	9 60	14 60	32 00	375 00	32 00	375 00	65 50	65 50	598 10
Carr.	86 70	781 88	155 67	3 90	480 00	6806 25	1992 00	1992 00	8379 90	8379 90	14519 43
Carr Lane	494 76	405 26	405 94	12 00	720 00	10489 48	30 00	30 00	14729 58	14729 58	14729 58
Carroll	19 50	740 37	437 61	37 00	840 00	12625 10	30 00	30 00	6992 17	6992 17	6992 17
Charles.	165 75	445 04	139 13	2 50	530 00	6674 25	45 50	45 50	48 00	48 00	6261 84
Chouteau	115 95	172 65	372 34	47 60	480 00	5025 40	148 75	148 75	112 50	112 50	2162 17
Clark	48 35	170 95	28 37	8 00	25 00	10465 65	780 00	780 00	25 50	25 50	13717 11
Chey.	141 90	1329 94	304 42	20 80	720 00	11286 90	30 00	30 00	13459 32	13459 32	13459 32
Clinton.	129 85	674 02	615 55	3 00	360 00	2674 90	30 00	30 00	3411 98	3411 98	3411 98
Compton.	23 35	147 59	176 14	10 00	240 00	1830 90	10 00	10 00	2617 43	2617 43	2617 43
Concordia.	40 05	366 60	29 98	10 00	300 00	3626 40	102 08	102 08	4474 19	4474 19	4474 19
Dodier.	59 00	99 85	321 10	70 26	4 50	10240 00	2117 90	2117 90	14599 02	14599 02	14599 02
Douglas.	563 60	242 85	685 02	45 55	705 00	233 26	17 50	17 50	738 10	738 10	738 10
" Pr.	125 00	89 15	165 67	20 88	86 65	5907 18	96 58	96 58	8186 60	8186 60	8186 60
Eads.	189 15	1183 65	196 29	13 75	600 00	10616 90	46 50	46 50	12235 57	12235 57	12235 57
Eliot.	181 45	289 72	473 00	9 00	720 00	10616 90	59 50	59 50	12876 72	12876 72	12876 72
Everett.	427 50	954 88	433 29	14 00	780 00	10206 55	661 75	661 75	1813 04	1813 04	1813 04
" Pr.	162 50	49 50	67 92	17 50	131 25	67 00	1200 00	1200 00	125 00	125 00	23266 07
Franklin.	373 05	1239 71	605 89	67 00	19866 02	125 00	79 80	79 80	7808 33	7808 33	7808 33
Gamble.	62 85	627 16	128 26	9 05	590 65	6323 83	9 05	9 05	7808 33	7808 33	7808 33
Hill.	1166 55	62 85	627 16	128 26	590 65	6323 83	9 05	9 05	7808 33	7808 33	7808 33

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Gravois	\$ 35 60	\$ 313 73	\$ 123 39	\$ 3 00	\$ 350 00	\$ 2765 20	...\$ 57 70	\$ 3648 62
Hamilton	125 50	141 73	47 50	4 00	300 00	2933 60	30 00	44 80
Humboldt	324 50	837 83	298 97	90 10	680 00	923 75	2257 66	13627 13
Jackson	212 65	415 16	165 12	3 25	520 00	6227 95	348 60	.....
Jefferson	215 70	870 06	272 47	12 60	660 00	7611 58	61 50	95 00
" Laclede " Br.	500 00	82 10	205 80	243 87	3 50	540 00	6048 05	6623 32
Lafayette and Branch	162 65	1320 95	557 67	5 60	820 00	10864 00	2160 07	15689 54
Lincoln	119 09	365 24	390 38	24 00	775 00	11074 95	79 75	13827 68
Lyon	125 45	265 28	349 31	14 70	720 00	10426 20	55 08	218 70
Madison	324 00	343 14	303 16	69 75	700 00	10764 85	45 50	12268 23
Maramec	129 25	217 63	65 79	11 50	300 00	2425 40	72 50	3210 57
O'Fallon	79 15	195 43	405 89	26 00	720 00	10504 06	43 00	11959 03
Olive St. Primary	61 70	85 95	108 26	.....	259 15	535 50	30 00	1080 56
Penrose	58 60	30 95	259 28	.....	480 00	4453 30	36 00	84 00
Pestalozzi	356 70	398 64	339 15	15 00	440 00	6970 63	1303 25	5401 03
Shepard	26 45	233 48	37 68	.....	300 00	3024 30	45 50	9823 37
Shoppard	230 30	739 79	552 41	14 00	1260 00	10729 35	298 25	3751 71
Washington	321 55	1740 71	363 12	780 00	10827 97	88 00	70 20	13824 10
Webster, Old	311 05	996 78	297 75	11 50	720 00	10920 80	100 50	13368 38
" Webster, New	115 45	234 41	254 39	5 10	720 00	7474 30	17 50	8821 15
No. 1	70 20	133 51	14 06	8 25	258 70	2170 80	.....	2650 52
No. 2	420 00	23 50	307 67	32 37	7 70	240 00	.....	2874 39
No. 3	110 65	340 66	231 47	38 00	465 00	5334 55	549 29	7069 62
No. 4	87 95	688 75	104 11	.....	300 00	2541 15	.....	3991 71
No. 5	27 50	26 10	39 00	9 30	240 00	1227 30	69 75	1569 20
No. 6	17 50	28 82	.....	1 50	69 40	338 75	.....	455 97
\$3383 05	\$8759 80	\$25373 95	\$13012 89	\$1117 00	\$27796 55	\$356667 85	\$16984 68	\$376 45
Evening Schools	314 55	.....	1492 00	.....	740 00	9150 40	.....	11696 95
Writing & Music Teach's .....	.....	.....	.....	.....	.....	7916 30	.....	7916 30
\$3383 05	\$9074 35	\$25373 95	\$14504 89	\$1117 00	\$285336 55	\$373674 55	\$16984 68	\$376 45

LIST OF UNLEASED LANDS BELONGING TO THE BOARD,

July 31st, 1871.

BLOCK.	STREET.	LOT.	FT. FRONT.	FT. DEEP.
45 197 & 198	Second street .....	.....	36.3	472
199	Columbus street.....	130	85.5	
199	Main street.....	210.5	138.3	
200	Kosciusko street.....	9 to 16, "	210.2	138.3
201	Alley.....	17 and 18.....	120.4%	Irregular.
201	{Columbus st., Caron- delet ave. & Rutger st.]	.....	Whole	Block.
701	Kosciusko street.....	.....	33.10%	65.5%
706	" "	1 to 12, inclusive	308.6	76
707	" "	1 to 12, "	308.9	76.2%
714	" "	1 to 12, "	304.3%	76.2%
763	Carondelet avenue.....	50	134.9	
840	Eighth street.....	10 and S. ½ 11.....	37.6	120
855	Front street.....	.....	55	302.6
856	" "	.....	50.6	147
857	Main and Convent streets	.....	89.5%	118
858	Front street.....	.....	210	303.4
873	Main street.....	.....	409	104
883	Eighth street.....	6 to 10, inclusive	125	122.11
883	Seventh street.....	13 to 26, "	362	122.11
884	" "	1 to 11, "	281	116.11
884	" "	13.....	40.6	116.11
884	Alley.....	14.....	25	116.11
884	Carondelet avenue.....	17 to 24, inclusive.....	200	116.11
892	Eighth street.....	1.....	25	128.1%
892	S. Seventh.....	13.....	25	124
893	Seventh street.....	4 and 5.....	50	118.11
893	Carondelet avenue.....	19, 20 and 21.....	75	118.11
1044	Lucas avenue.....	9.....	50	135
1066	Washington avenue.....	E ¼ 9.....	25	135
1066	" "	13.....	50	135
1355	California avenue.....	38 and 39.....	60	125
1356	Pontiac street.....	5.....	25	125
1439	Shenandoah street.....	1 to 10, inclusive.....	270	125
1440	Arkansas avenue.....	11 to 16, "	152.6	125
1440	Tennessee street.....	29 to 46, "	454	125
1472	Oregon street.....	21.....	25	125
1480	Michigan street.....	17.....	25	125
N. part, 1768 Survey 3003	Main and Railroad.....	1 to 18, inclusive.....	460.9	Irregular.
.....	Davis street.....	1 and 2.....	50	185.5%
.....	Maiden Lane.....	10, 11 and 12.....	150	140
.....	" "	31 and 32.....	100	140
.....	" "	58, 60, 64, 66 and 67.....	250	12.6
.....	" "	70, 71, 72, 78, 79.....	250	12.6
.....	" "	84 to 87, inclusive.....	337	12.6
.....	" "	88 to 92, "	150	12.6
.....	" "	98, 99, 100.....	193.8	12.6
S.W. ¼ Blk. 78	Gasoconade street.....	11 to 15, inclusive.....	125	125
47	Carondelet avenue.....	4 to 13, inclusive.....	280.7	Irregular.
854	Main street.....	C, D, E, F, G.....	190.4	125 aver.
854	Levee.....	F and G.....	70.10	116 "
N. part, 1769 S. part, 1769	Main and Second streets	1, 2, 9 to 18, inclusive	321.6	122.8%
160	" " "	3 to 18, inclusive.....	407.10	120
	Fifth street.....	3.....	25	75

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES.

July 31, 1871.

Names of Schools.	Where located.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	Total.
Pub.Sch.PolytechBuilding	Corner 7th & Chesnut Sts....	\$ 60,000 00	\$ 320,374 26	\$ 380,374 26
High.....	Corner 15th & Olive Sts....	35,000 00	40,243 77	75,243 77
Beuton, old.....	6th St. bet. Locust & St. Chs.	30,000 00	5,000 00	35,000 00
" new.....	Corner 9th & Locust Sts....	40,000 00	36,727 64	76,727 64
Blow.....	South St. Louis.....	5,000 00	15,000 00	20,000 00
Carr.....	Corner 16th & Carr Sts....	7,300 00	4,000 00	11,300 00
Carr Lane.....	Corner 24th & Carr Sts....	10,000 00	33,503 09	43,503 09
Carroll.....	Corner Carroll & Buell Sts..	10,000 00	44,060 80	54,060 80
Charles.....	Kingbury St. near GravoisR	3,000 00	15,155 13	18,155 13
Chouteau.....	Chouteau Av near SummitAv	3,000 00	8,407 27	11,407 27
Clark.....	7th St. bet. Hickory & Labadie	9,000 00	3,000 00	12,000 00
Clay.....	BellefontaineRoad & FarrarS	10,000 00	16,208 11	26,208 11
Clinton.....	Graitan St. near Hickory...	11,000 00	44,489 65	55,489 65
Compton.....	Henrietta bet Arkansas & Ill.	3,500 00	14,329 01	17,829 01
Carondelet.....	Corner 3d & Hurch Sts....	2,500 00	35,500 00	38,000 00
Concordia.....	Barsalou St.....	2,000 00	1,500 00	3,500 00
Eads.....	Corner 15th & Pine Sts....	15,000 00	9,264 50	24,264 50
Douglas.....	Corner 11th & Howard Sts..	9,000 00	35,934 14	44,934 14
Elliot.....	15th bet. Market & Clark Av.	25,000 00	39,411 05	64,411 05
Everett.....	8th St bet O'Fallon & CassAv	11,000 00	19,196 40	30,196 40
Franklin.....	Corner 18th & Christy Ave..	15,000 00	35,141 06	50,141 06
Gravois.....	Cor Wyoming St GravoisR	3,000 00	17,083 42	20,083 42
Hamilton.....	Corner 27th & Davis Sts....	6,000 00	5,000 00	11,000 00
Humboldt.....	Corner Jackson & Lisperance	8,000 00	37,112 85	45,112 85
Jackson.....	Corner 19th & Maiden Lane.	4,000 00	15,235 53	19,235 53
Irving.....	Cor Bremen & Kosuth Ave.	6,000 00	35,281 25	41,281 25
Jefferson.....	Corner 9th & Wash Sts....	16,000 00	6,191 45	22,191 45
Laclede, old.....	Corner 5th & Poplar Sts....	17,000 00	6,200 00	23,200 00
" new.....	Corner 6th & Poplar Sts....	34,000 00	48,130 17	82,139 17
" Branch.....	5th St near Gratlot.....	3,000 00	1,000 00	4,000 00
Lafayette.....	Corner AnnAv & Decatur St.	8,003 00	15,316 40	25,316 40
Lincoln.....	Eugenia St. near High.....	12,000 00	46,587 92	58,587 92
Lyon.....	Corner 8th & Pestalozzi Sts..	6,000 00	43,406 32	48,406 32
Madison, old.....	Corner 7th & Hickory Sts....	Leased.....	4,000 00	4,000 00
" new.....	Corner 7th & Labadie Sts....	13,000 00	34,116 07	47,116 07
Maramec.....	Cor Iowa Av & Maramec St.	3,000 00	17,000 00	20,000 00
O'Fallon.....	17th St near Cass Ave.	6,000 00	56,061 84	62,061 84
Penrose.....	Penrose St bet Clay & Glasg.A	3,500 00	23,530 43	25,030 43
Pestalozzi.....	Corner 7th & Barry Sts....	15,000 00	28,032 61	43,032 61
Shepard.....	Marine Ave. near Hospital...	3,000 00	5,000 00	8,000 00
Stoddard.....	Cor Lucas & Ewing Aves..	10,000 00	37,594 91	47,594 91
Washington.....	11th St bet Poplar & Spruce.	12,500 00	21,750 00	34,250 00
Webster, old and new	11th St near Jefferson.....	25,000 00	52,511 61	77,511 61
No. 1.....	Cedar St bet 3d & 4th.....	3,000 00	1,000 00	4,000 00
No. 2.....	12th St near Webster.....	8,000 00	7,000 00	15,000 00
No. 3.....	Christy Ave near 15th St....	12,500 00	16,796 00	29,296 00
No. 4.....	Cozzens St near Pratt Ave.	3,000 00	12,287 64	15,287 64
Bought for School Purposes, but not yet improv'd.		\$555,800 00	\$1376,711 24	\$1932,511 24
Lots 17 to 27 inclusive } [Peabody School...]				16,500 00
Lots 17 to 22 inclusive... Part of Lots 5, 6 and 7...				2,500 00
Lots 18 to 25 inclusive...				3,000 00
Lots 1 to 7 Bok, 1048.....				3,000 00
Block 40, Survey 3.....				15,449 50
N. W. $\frac{1}{4}$ Block 49.....				9,000 00
Garrison Lots [Chs. Pope] School].....				750 00
Morgan Lots [Divoll Sch'l]				11,525 00
				13,040 00
		\$555,800 00	\$1376,711 24	\$2007,275 74



COURSE OF STUDY AND TEXT BOOKS

WITH

TABULAR VIEWS.

- I. Tabular View of studies in the District Schools.
- II. Remarks on the Tabular View.
- III. Oral Lessons in Natural Science.
- IV. Course of study in Normal School.
- V. Course of study in High School.
- VI. Course of German Instruction.
- VII. Course of Music Lessons.
- VIII. Text books used in the Public Schools.

TABULAR VIEW OF STUDIES IN THE DISTRICT SCHOOLS.

Showing the time of taking up, and the number of Quarters' work allotted to each book.

REMARKS ON THE TABULAR VIEW

OF THE

COURSE OF STUDY.

The course of study exhibited in the following scheme receives slight modification from year to year, to adapt it to the actual average results attained. The following remarks and cautions are to be borne in mind while consulting it:

- I. It is not intended as a fixed standard which all schools and classes are forced to follow. It does, however, represent the fair average labor of classes in the District Schools.
- II. Schools in the centre of the city can perhaps do a little more than the amount laid down in the quarter, while those in the suburbs, where classification is imperfect and attendance irregular, may not be able to do so much.
- III. If a teacher is not able to take her class over so much work as is laid down in the tabular view for a quarter, and do this thoroughly in ten weeks, it should be sufficient reason for an investigation on her part into the reasons therefor. So if the contrary occurs, and more work is done than is laid down for the time. Classes are not of uniform capacity; neither do all teachers possess the experience and judgment requisite to assign lessons of proper length. The tabular view will assist such in regulating the daily tasks.
- IV. Teachers in the same grade should make frequent comparison of their results with those obtained by others. The two visiting days allowed by the Board, if used by teachers in examining departments of the same grade, will furnish exceedingly valuable information respecting methods of attaining to the requisite thoroughness.
- V. This comparison of results, and the securing of uniformity in the sets of text-books used by pupils who are transferred from one school to the same grade in another, are the chief advantages

expected to be derived from grading and fixing the course of study. It furnishes a convenient scale of twenty-eight degrees upon which are classified the pupils of our schools. Any grade may begin at any time in the year if a class is ready to enter it; no class need wait till the end of the quarter to commence another quarter's work when they are prepared for it.

That there should be uniformity in respect to the degree of progress required in other branches at the period of taking up any given study, is too obvious to need discussion.

SYLLABUS OF LESSONS

IN

NATURAL SCIENCE.

RULE OF THE BOARD.

The course of instruction in Natural Science herewith adopted shall be taught in *oral lessons*, one hour being set apart on *Wednesday afternoon of each week* for the purposes of said instruction.

COURSE OF INSTRUCTION.

SEVENTH GRADE, or first year in school: Plants or outline of Botany.

First quarter: Flowers, their structure, color, perfume, habits and shapes.

Second quarter: Leaves, fruits, seeds, their shape, &c., uses, sap, decay.

Third quarter: Buds, roots, their purpose, stalks and trunks, bark of plants, wood.

Fourth quarter: Circulation of sap, what is made from sap, sleep of plants, &c. Review of topics for the year.

SIXTH GRADE, or second year in school: Animals, i. e. outline of Zoology or Physiology.

First quarter: Blood, what it makes; how it is made. The ground, what comes from it as food for animals; stomach and teeth; circulation of the blood.

Second quarter: Breathing; brain and nerves; use of the senses; seeing; protection of the eyes; hearing; smell; taste; touch; the bones; muscles.

Third quarter: Brains and nerves in animals compared with those in man; limbs of animals and their uses: the hand in man and its substitutes in animals; what instruments and tools animals possess for attack and defence.

Fourth quarter: Wings and fins; clothing of man and animals; wherein man is superior to animals; intelligence of animals; sleep, its uses; death, what it is. Review of the year.

FIFTH GRADE, or third year in school. Elements of Physical Nature.

First quarter: Air; wind; flying and swimming compared; pressure of the air, pumps, barometer, air-pumps, pop-guns, gases distinguished from liquids, gunpowder.

Second quarter: Balloons, bubbles, heated air, chimneys, draft and ventilation, uses of water, water-level, pressure of water, attraction in solids and in liquids.

Third quarter: Water in the air, clouds, snow, frost and ice, heat and cold, communication or conduction of heat, effects of heat, steam, light, color, electricity, magnetism.

Fourth quarter: Gravitation, motion of the earth, friction. Review of year.

FOURTH GRADE, or fourth year in school, a more thorough course in Botany.

First quarter: Modes of studying parts of plants: Leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrating by familiar examples.

Second quarter: The differences in species of TREES, their habits, place of growth and uses to man: Pine; cedar, willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch, (what "deciduous" and "evergreen" signify), magnolia, live oak, honey locust, banyan, laurel, mosses.

Third quarter: FOOD PLANTS, (1) wheat, barley, oats, rye, Indian corn, rice, (2) potatoes, yams, beets, turnips, onions, beans, peas, (3) apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread fruit, dates, pine-apples, figs, grapes, (4) sago, tapioca, sugar-cane, cocoa-nut palm (its various uses), (5) pepper, cinnamon, cloves, nutmegs, vanilla, (6) tea, coffee, cocoa, maté, (7) Iceland moss.

Fourth quarter: PLANTS USEFUL IN THE ARTS, (1) indigo, log-
D

wood, (2) olive (oil), flax seed (oil), pine (turpentine, resin, tar), (3) caoutchouc, gutta percha; MEDICINAL PLANTS AND STIMULANTS: Sarsaparilla, Cinchona (quinine), aloe, tobacco, opium, rhubarb; PLANTS VALUABLE FOR CLOTHING: Cotton, flax, hemp.

THIRD GRADE, or fifth year in school.

First quarter: Classification of ANIMALS, their differences and resemblances. I. *Vertebrates:* A) Mammals: a) orang-outang, monkey; b) bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; c) kangaroo, opossum; d) beaver, squirrel, rat, mouse; e) sloth, ant-eater; f) elephant, rhinoceros, hippopotamus, horse, hog; g) camel, llama, camelopard, deer, goat, ox, sheep; h) whale, dolphin, walrus, porpoise, seal. B) Birds: a) vulture, cagle, hawk, owl; b) parrot, wood-pecker, cuckoo, toucan; c) lark, robin, swallow, sparrow, mocking bird; d) domestic fowl, quail, pigeon, peacock, turkey, partridge; e) ostrich, stork, crane, duck, swan, penguin, goose, pelican. C) Reptiles: a) lizard, crocodile, alligator; b) toad, frog, turtle; c) rattle snake, boa constrictor, python, cobra. D) Fishes: Pike, salmon, cod, mackerel, shad, shark, flying fish, cat-fish, trout, herring, sardine. II. *Molluscs:* Oyster, clam, pearl oyster, snail. III. *Articulates:* Lobster, craw-fish, worm, spider, insect (honey-bee, silkworm, cochineal, fly, wasp, butterfly, &c.) IV. *Radiates:* Corals, animalcules.

Second quarter: PHYSIOLOGY, 1) Bones (preservation of teeth), 2) skin (its membranes, pores, perspiration, cleanliness), 3) flesh, (fat, muscles, tendons), 4) circulation of blood (veins, arteries, the heart), 5) breathing (lungs, effect on the blood), 6) digestion (chyme, chyle, food and drink), 7) nerves (brain, five senses and how to use them), 8) voluntary and involuntary motion, effect of exercise, 9) sleep, disease, death, 10) proper hygienic habits (eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping feet warm and head cool, &c.)

Third quarter: NATURAL PHILOSOPHY: 1) Gravitation and pressure (weights, pump, barometer, pendulum); 2) cohesion (glue, paste, mortar, cement, &c.); 3) capillary attraction (lamp-wick, sap, sponge, sugar, &c.); 4) mechanical powers (lever, pulley, inclined plane, wedge and screw—

friction); 5) heat (sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, &c.); 6) light (sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, effect on growing bodies, photograph); 7) electricity (lightning, sealing-wax experiments, &c.); 8) magnetism (mariner's compass, horseshoe magnet, telegraph).

Fourth quarter: ASTRONOMY: 1) Stars (some idea of size and distance), 2) solar system, a) sun (sources of light and heat, its size, spots), b) planets (their relative distances from the sun, Venus and Jupiter, morning and evening stars, Saturn and his rings), c) Satellites or moons (number of them), d) comets, e) orbits (or paths of planets, moons and comets), f) eclipses (of sun, of moon), g) seasons, h) phases of moon.

SECOND GRADE, or sixth year of the course, should take up a special course in Physical Geography, as follows:

First quarter: Geology, structure of land, form of continents, islands, mountains and valleys, plateaus, plains, volcanoes and earthquakes.

Second quarter: The water; springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce and climate.

Third quarter: Meteorology; the atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs, rain, snow and hail, climate, electrical and optical phenomena of the atmosphere.

Fourth quarter: Organic life, botany, zoology, ethnography, relation of plants, animals and men to their place of abode.

FIRST GRADE: Special course in Natural Philosophy, as illustrated in familiar objects, natural and artificial.

First quarter: Matter and its properties: force, molecular forces, gravitation and weight, specific gravity, center of gravity, motion, action and reaction, compound motion.

Second quarter: Machinery; friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics.

Third quarter: Heat and its sources, communication and effects; steam-engine; warming and ventilation; meteorological instruments, thermometer, barometer, hygrometer, rain-gauge, anemometer; classes of clouds; classes of winds;

meteors and aërolites, aurora borealis; halos; circulation of water through the processes of evaporation, clouds, rain, springs, rivers, ocean, &c.

Fourth quarter: Light; sources, reflection, prismatic spectrum; structure of the eye; optical instruments, telescope, microscope, &c.; electricity; magnetism; electro-magnetism; telegraph.

REMARKS ON THE METHOD OF TEACHING THIS SYLLABUS.

1. The Teacher must not consider herself required to go over all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to undertake any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter or to any portion of it until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter whether the topics of the quarter in hand have all been considered or only a very small portion of them.

Remark.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course, the pupil will come round to the subject again and can deepen his insight into the methods of studying the world of plants, learn the general outlines of classification adopted, and train his observing powers. When he comes to the sixth year of the course, he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation.

The question will be asked: Why not reduce the number of topics under a given subject to the number that can be actually discussed by the teacher?

The answer is: 1) A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2) The exact number of topics that can be profitably discussed by teachers will vary with their capacities: moreover it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety and to have topics enough for the most rapid classes 3) It is moreover important to keep constantly before the teacher a full outline of the subject so as to prevent the (very common) tendency to treat a theme in its narrow application only and to omit its general bearings.

General Plan of the Course.

, It will be observed that in the seven years' course there is a spiral movement, or recurrence of the same topics: 1) The subjects of Natural Science, a) the plant, b) the animal, c) the physical elements and mechanical powers—constitute a primary course of three years; so that even those who receive the minimum of school education shall acquire some insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2) In the fourth and fifth years these subjects of Natural Science are all taken up again in a second course and much more scientifically developed: a) Botany, its method and practical application; b) Zoology and Human Physiology; c) motion and force in masses, in particles, and as applied in the mechanical powers; d) Astronomy (forming a transition to the grammar school course in Physical Geography); five years in the average attendance on our schools; hence the average pupil will get two courses in Natural Sciences. 3) In the sixth and seventh years of the district schools a third course in Natural Science is given, in which begin to appear more clearly in outline the several sciences. a) Under Natural History or organic nature: Geology, Meteorology, Botany, Zoology, Ethnology. b) Under Natural Philosophy, or Physics: Matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science it is of the greatest importance to select typical objects or facts; i. e. objects or phenomena that are types of a large class by reason of the fact that the manifest

all of the chief properties or attributes common to the other individuals of the class and at the same time manifest them in the most obvious manner. It would not do for instance to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees or to analyze the object before him. It is at first thought strange—although it is true—that powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and secondly of tracing causal relations: hence the questions most frequent are: "What qualities or properties has this object (exhibiting the same)? What separate actions or movements form the steps or stages in a process? What other objects and processes have the same? (classification). What relation of this object or phenomenon to others, whether as to cause and effect or as to means and end?"

6. *How to conduct a lesson:* a) Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The blackboard is the most valuable appliance in oral lessons: on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings. b) Pains should be taken to select passages from the reference books, or from other books illustrative of the subject under discussion, to be read to the class with explanation and conversation. c) Wherever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it and encourage the children to do the same. d) But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, and arousing habits of reflection, and enabling the pupil to acquire a good command of language. e) Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor to fall into the opposite error of using only the loose common vocabulary of ordinary life which lacks scientific precision.

7. *How to use the Reference Books:*

a) In the first course extending through the *seventh, sixth, and fifth grades*, Hooker's Child's Book of Nature should be followed for the most part with such hints as to method as are to be gained from a study of Calkins's Primary Object Lessons. **SEVENTH GRADE.** *First quarter:* Study and use such portions of the first ten chapters of Hooker's Part I. as you can make available. *Second quarter:* Chapters xi to xxii of the same book. *Third quarter:* Chapters xxxii to xxviii. *Fourth quarter:* Chapters xxix to xxxiii. **SIXTH GRADE.** *First quarter:* Chapters i to viii of Hooker's Part II. *Second quarter:* Chapters viii to xviii. *Third quarter:* Chapters xix to xxv. *Fourth quarter:* Chapters xxvi to xxxiii. **FIFTH GRADE.** *First quarter:* Chapters i to x of Hooker's Part III. *Second quarter:* Chapters xi to xviii. *Third quarter:* Chapters xix to xxxi. *Fourth quarter:* Chapters xxxii to xxxv. Calkins's Object Lessons pp. 15 to 50 should be studied in the *seventh grade*, pp. 401 to 431 will be of great service in the *sixth grade*, and the same book pp. 139 to 190 and pp. 339 to 400 will be of equal service in the *fifth grade*.

b) In the second course extending through the *fourth and third grades* Youmans' First Book of Botany should be studied for method and material for the lessons given in the *first quarter* of the **FOURTH GRADE**. Only a few selections can be made on account of lack of time, but these should be of the most suggestive order. For *second, third and fourth quarters* of the **FOURTH GRADE**, Warren's Physical Geography will furnish classification, description and facts, (pp. 70 to 78, new edition). **THIRD GRADE:** *First quarter:* Warren's Physical Geography, pp. 78 to 85. *Second quarter:* Refer to Draper's Physiology for information; use the "Syllabus of Physiology" for further suggestions. *Third quarter:* Use Hotze's First Lessons in Physics for method and Wells' Natural Philosophy for information. *Fourth quarter:* Use Warren's Physical Geography, pp. 5 to 8, and Steele's Fourteen Weeks in Astronomy.

c) In the third course extending through the *Second and First Grades* Warren's Physical Geography should be used for the first year and Wells' Natural Philosophy for the second year. Constant reference should be made to Tate's Natural Philosophy, Brande's Dictionary and other books. The Public School Library is free to teachers as a Reference Library. A set of col-

ored illustration-charts is given to each school; many things can be best taught by means of charts.

8. Although instruction in Natural Science in this course is confined to one hour per week, yet it is expected that what is taught in these lessons will be referred to frequently in the regular Course of Study. Whenever, for instance, any of the subjects treated in this course of instruction come up in teaching the other branches, an exposition of their scientific phases should be required of the pupils. This will apply to the subject of Geography more than to the others. Arithmetic, History, and the Reading lesson will occasionally furnish references to one or more of the provinces here mapped out.

9. In connection with the Geography, History and Grammar lessons a study of MAN should be carried on parallel to the study of material nature in the weekly oral lessons. The outlines of this study embrace: *1st*, Physiology, or science of man as a body; this comes under Natural Science; *2d*, Ethnology, or study of man as conditioned in development by his surroundings, climate, race &c. *3d*, Wants and Necessities of food, clothing, shelter, and the relation of these to the world, animal, vegetable and mineral; *4th*, Language and its divisions and structure; *5th*, States of Society; *6th*, Employments and occupations; *7th*, Government; *8th*, Religions. A synopsis of the entire course of instruction in the District Schools is printed in a separate circular accompanying this.

10. Compositions should be written subsequent to the oral lessons, on the topics discussed. They should be short and to the point and always in the pupil's own words. Further directions on this point are given in the circular containing the synopsis above referred to.

11. *Resumé.* To name once more in a brief manner the cardinal points to be kept constantly by the teacher:

a) Take up only so many of the topics laid down for any given quarter as can be discussed thoroughly without overburdening the pupil's memory or distracting his power of attention.

b) Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

c) Spend only ten weeks on the work of a given quarter,

whether you do little or much in it; proceed then to the topics of the next quarter.

d) Relieve the hour's work by as much variety as possible: *first*, reading and explaining something adapted to the capacity of your pupils; *secondly*, drawing out in a conversational manner the experience and information which your scholars already possess on the subject; *thirdly*, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts and attributes; *fourthly*, never omitting to show by a synopsis on the black-board what has been discussed in the lesson, its classification and relation.

e) Require short weekly compositions of the pupils above the fifth grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

SYNOPTIC ARRANGEMENT OF THE TOPICS TAKEN UP IN THE COURSE OF STUDY IN THE DISTRICT SCHOOLS,

SHOWING HOW THE ORAL LESSONS IN NATURAL SCIENCE SUPPLEMENT
THE REGULAR COURSE IN WHICH THE TEXT-BOOK IS USED.

THE TOPICS ARE ARRANGED SYSTEMATICALLY, THE
ABSTRACT FIRST AND THE CONCRETE LAST.

NATURE INORGANIC.

A. MATHEMATICS, (Quantity).

- i. Number (Arithmetic). — *Text book: Arithmetic (all grades).*
- ii. Figure (Geometry).—*Oral (Lessons in Drawing, 1st, 2d, and 3d grades).*
 - 1. Lines: straight, crooked, curved, waved, spiral. &c.
 - 2. Angles: right, acute, obtuse; slanting and vertical lines, horizontal and oblique lines, parallel and perpendicular lines, &c.
 - 3. Surfaces: plane and curved; species of polygons: triangle, square, oblong, rhomb, trapezium; circle, ring, crescent, ellipse, oval, radius, diameter, arc, &c.
 - 4. Solids: cube, prism, pyramid, sphere, cylinder, cone &c.

- III. Size. Measures of capacity, weight, extent, duration, &c.—*Text book: Arithmetic (all grades).*
- B. Physics, (Things considered abstractly as matter, force, and motion).
- I. Matter.—*Oral (5th, 3d, and 1st Grades).*
 - 1. Solids.
 - a. Mineral : (a) metals, (b) stones, (c) earths, glass, &c.
 - b. Vegetable: (a) wood, (b) seeds, (c) products of sap, &c.
 - c. Animal : (a) bones, (b) horn, (c) shell, &c.
 - 2. Liquids (non-elastic fluids).
 - a. Water, quicksilver, &c.
 - b. Turpentine, oils, saps and juices, &c.
 - c. Milk, fats, blood, &c.
 - 3. Gases (elastic fluids).
 - a. Air.
 - b. Steam and vapors.
 - c. Carbonic acid, hydrogen, &c.
- II. Motion and Force.—*Oral (5th, 3d, and 1st grades).*
 - 1. Laws of motion.
 - 2. Attraction of gravitation.
 - a. Weight and fall.
 - b. Centre of gravity.
 - c. Specific gravity.
 - d. Action and reaction.
 - e. Friction.
 - f. Inertia.
 - g. Momentum.
 - h. Pressure of liquids and gases.
 - 3. Mechanical Powers,
 - a. Lever.
 - b. Pulley, wheel and axle.
 - c. Inclined plane.
 - d. Wedge and screw.
 - 4. Molecular forces (particles). — *Oral (5th, 3d, and 1st Grades).*
 - a. Cohesion, elasticity.
 - b. Adhesion, coherence.
 - c. Capillary attraction.
 - d. Affinity.
 - e. Sound.
 - f. Heat.

- g. Light.
- h. Electricity.
- i. Magnetism.
- j. Electro-magnetism.

III. Chemistry. — *Oral (1st and 2d Grades).*

- 1. Chemical elements.
 - a. Oxygen.
 - b. Hydrogen.
 - c. Nitrogen.
 - d. Carbon.
 - e. Minerals.
- 2. Chemical formation.
 - a. Salt formation, acids and bases.
 - b. Decay.
 - c. Combustion.
- 3. Organic Chemistry.
 - a. Composition of food and drink.
 - b. Composition of animal productions.

IV. Astronomy.—*Oral (5th and 3d Grades).*

- 1. Mathematical laws of celestial motion.
- 2. Stars.
- 3. Solar system.
 - a. Sun.
 - b. Planets.
 - c. Moons.
 - d. Comets.

NATURE ORGANIC.

C. NATURAL HISTORY.

- 1. Geography (organic development of the earth). — *Text book: Geography (5th, 4th, 3d, 2d, and 1st Grades).*
- 2. Mathematical (form, size and motions).
- 2. Physical.
 - a. Geology and Mineralogy.
 - (a) Formation of continents, islands, mountains, valleys, &c.
 - (b) Volcanoes and earthquakes.
 - b. Water.
 - (a) Divisions : ocean, sea, &c.
 - (b) Tides.
 - (c) Currents.

c. Atmosphere (Meteorology).

- (a) Temperature.
- (b) Winds.
- (c) Moisture (dew, fogs, rain, &c.)
- (d) Climate.
- (e) Optical phenomena.

II. Botany. — *Oral (7th, 4th, and 2d Grades).*

1. Flower.
2. Leaf and bud.
3. Root.
4. Seed and fruit.
5. Stalk, trunk, stem.
6. Circulation of sap, annual changes, growth, &c.
7. Classification.

III. Zoology. — *Oral (6th, 3d, and 2d Grades).*

1. Anatomy and Physiology.
 - a. Skeleton.
 - b. Digestion and food.
 - c. Circulation.
 - d. Respiration.
 - e. Covering.
 - f. Means of locomotion and organs of sensation.
2. Classification.
 - a. Vertebrates : Mammals, Birds, Reptiles, Fishes.
 - b. Molluscs.
 - c. Articulates.
 - d. Radiates.
3. Domestic and Wild animals, Habits, &c.

MAN.

D. PHYSICAL MAN.

- I. Human Physiology (Body). — *Oral (6th, 3d, and 2d Grades).*
 1. Bones.
 2. Muscles and tendons.
 3. Digestive organs.
 4. Blood vessels and circulation.
 5. Respiration.
 6. The skin and organs of secretion.
 7. Brain and nerves, voluntary and involuntary motion.
 8. Senses.

ii. Ethnology.—*Text-Book: Geography* (*5th, 4th, 3d, 2d, and 1st Grades*).

1. Races.

- a. Caucasian.
- b. Mongolian.
- c. American.
- d. Malay.
- e. Negro.

2. Effect of climate.

iii. Wants and necessities. — *Text-Book: Geography* (*upper five Grades*).

1. Food.

- a. Vegetable: grains, fruits, spices, &c.
- b. Animal: fish, flesh, fowl, dairy products, &c.
- c. Mineral: salt.

2. Clothing.

- a. Vegetable: cotton, flax, hemp, &c.
- b. Animal: fur, leather, wool, silk, &c.
- c. Mineral: ornaments, buttons, buckles, pins, &c.

3. Shelter.

- a. Vegetable: boards or logs, cloth huts, &c.
- b. Animal: tents covered with hides, &c.
- c. Mineral: brick, stone, iron, &c.

E. SPIRITUAL MAN.

iv. Language. — *Text-Book and oral (all Grades)*.

1. Grammar.

- a. Alphabets, Printed and Script. — (*Reading-Book and Writing-Book*).
 - b. Parts of Speech.
 - c. Inflection.
 - d. Derivation.
 - e. Formation of Sentences.
 - f. Punctuation.
 - g. Imagery.
 - h. Versification.
- } (*Text-Book: Grammar*).

2. Classification of Languages.—*Oral (2d and 1st Grades)*.

- a. Aryan or Indo-European.

(a) Hindoo and Persian.

(b) Greek and Latin—Romanic : Italian, Spanish, French, &c.

- (c) Celtic—Irish, Welch, &c.
- (d) Slavonic—Russian, Polish, &c.
- (e) Teutonic—German, Dutch, Danish, English, &c.
- b. Semitic or South-West-Asiatic: Hebrew, Arabic, &c.
- c. Turanian or Northern-Asiatic : Siberian, Tartaric, African, Indian Languages, &c.
- d. Monosyllabic or Eastern-Asiatic : Chinese, Siamese, &c.

v. States of Society.—*Text-Book: Geography (Upper five Grades).*

1. Savage.
2. Barbarous.
3. Half-civilized.
4. Civilized.

vi. Employments and Occupations.—*Text-Book: Geography (Upper five Grades).*

1. Obtaining Natural Productions.
 - a. Hanting.
 - b. Fishing.
 - c. Grazing.
 - d. Agriculture.
 - e. Mining.
2. Manufacturing (adapting to use).
 - a. Food : Butcher, Baker, Miller, &c.
 - b. Clothing : Seamstress, Dyer, Tailor, Milliner, Weaver and Spinner, Hatter, Shoemaker, &c.
 - c. Shelter : Architect, Carpenter, Mason, Glazier, Painter, Plasterer, White-washer, Paper-hanger, &c.
 - d. Miscellaneous : Blacksmith, Cooper, Wheel-wright, Paper-maker, Stone-cutter, Chemist.
3. Commerce, (Exchange and Distribution).
 - a. Merchants.
 - b. Transporters or Carriers.
 - c. Hotel-keepers, Victualers and Bar-keepers.
 - d. Bankers, Brokers, &c.
4. Preservation and Culture.
 - a. Government service.
 - (a) Civil.
 - (b) Military.
 - (c) Legal.
 - b. Medical and Surgical.

- c. Educational.
- d. Religious.
- e. Literary : Authors, Editors, Publishers, Printers, Book-sellers, &c.
- f. Artists : Musician, Painter, Sculptor, Engraver, Draughtsman, Photographer, &c.

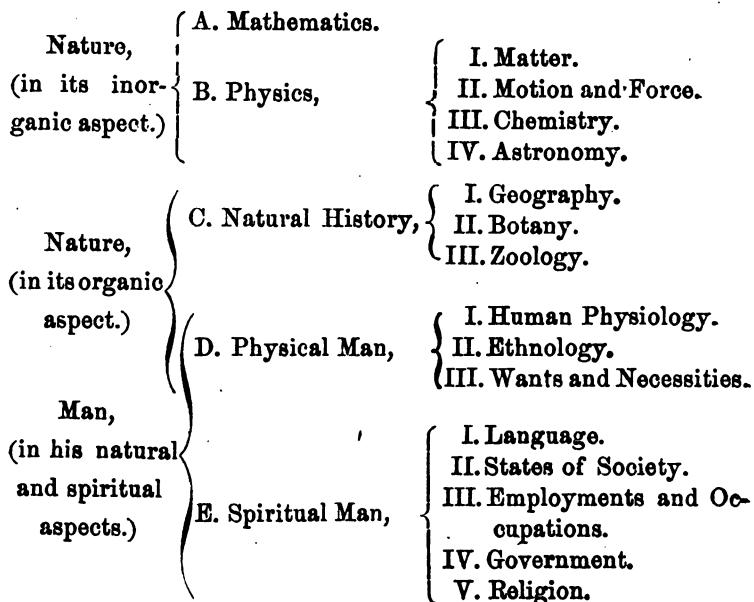
vii. Government.—Text-Book: Geography (*Upper five Grades*), and History (*1st Grade*).

- 1. Constitution.
 - a. Legislature.
 - b. Judiciary.
 - c. Executive.
- 2. Form.
 - a. Absolute Monarchy (Despotism).
 - b. Limited Monarchy (constitutional).
 - c. Republic.
- 3. History.
 - a. Asiatic : Absolute Monarchies.
 - b. European : Limited Monarchies.
 - c. American : Republics.

viii. Religion.—Text-Book : Geography (*Upper five Grades*).

- a. Pagan : Feticism, Pantheism, Polytheism.
- b. Mohammedan.
- c. Jewish.
- d. Christian : Catholic, Greek, Protestant.

GENERAL OUTLINE.

**NORMAL SCHOOL.—COURSE OF STUDY.**

FOURTH CLASS. Time, 20 Weeks.	JUNIOR CLASS. Time, 20 Weeks	MIDDLE CLASS. Time, 20 Weeks.	SENIOR CLASS. Time 20 Weeks.
Reading. Physiology. Algebra. History (General). Latin. Writing.	Algebra. Latin. Geography (Physical). Geometry. Natural Philosophy.	Teaching Exercises. Latin. Geography (Physical).	Teaching Exercises. Reading. Latin. Writing. Geography (Political).
Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Arithmetic. Constitution Un'd States English Literature. Theory & Art of Teaching	Arithmetic. Theory & Art of Teaching Grammar Review.
		Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.

All Recitations are conducted with special reference to the modes of teaching the branch of study under consideration. Teaching Exercises in all studies are required in the Fourth and Junior Classes to be given to the class. The Teaching Exercises indicated in the Middle and Senior Classes are before the whole school.

H I G H S C H O O L.

GENERAL COURSE.

FIRST YEAR.—Algebra, English Analysis, Physical Geography, German and Latin, or Latin, Drawing.

SECOND YEAR.—Geometry, Natural Philosophy and Chemistry (two quarters each), Physiology, German or Latin, Drawing, Book-keeping (optional).

THIRD YEAR.—Trigonometry or Botany, Zoology and Manual of Art, Astronomy, Universal History, French and German or Latin.

FOURTH YEAR.—Analytical Geometry and Calculus, Shakespeare (three quarters), Latin or French and German, Mental Philosophy and Moral Philosophy (two quarters each), English Literature (three quarters), Constitution U. S. (one quarter).

Music and Rhetoricals throughout the course.

CLASSICAL COURSE.

FIRST YEAR.—Algebra, English Analysis, Physical Geography, Latin, Drawing.

SECOND YEAR.—Geometry, Greek, Physiology, Latin, Drawing, Ancient Geography.

THIRD YEAR.—Greek, Astronomy, Universal History, Latin.

FOURTH YEAR.—Greek, Shakespeare (three quarters), Latin, Review of Algebra and Geometry, English Literature (three quarters), Constitution U. S. (one quarter).

Music and Rhetoricals throughout the course.

Pupils have the following choice of studies, and parents are requested to inform us of their wishes:

In the Junior Year, between Latin and German.

In the Second Year, between Greek and Natural Science.

In the Third Year, between Trigonometry, Greek, and Botany.

In the Senior Year, the Girls may consider the Calculus and Philosophy as optional.

TABULAR VIEW OF THE COURSE OF STUDY IN GERMAN.

STUDY OF GERMAN.

COURSE OF INSTRUCTION.

SEVENTH GRADE.—“Lessons on Objects,” 1st, 2nd and 3d quarters.

General division of subjects and time allowed.

1. School	5 weeks	Real objects to be used for demonstration.
2. Human Body	5 "	
3. Animals, plants, and minerals	10 "	Schreiber's Bilder zum Anschauungs- unterricht.
4. House and Home	5 "	
5. City	5 "	

In Schools in which Struebing's pictures are used instead of Schreiber's, a modification of the general division of subjects takes place. It is not supposed that the 7th grade can accomplish more than is contained on pages 9 to 51 of the guide accompanying the pictures. The teachers will modify or omit such parts of the lessons as are not adapted to the wants of our schools, for instance § 2, 21 &c. of the Guide. In regard to the use of the pictures and the method of teaching the Guide will be found to contain many valuable hints (see pages 7 and 41 of the Guide). In all lessons either the object itself or a picture of it must be used. Without this an object lesson does not deserve its name.

Each teacher is required to use her own judgment in devising and writing out a plan for the arrangement of the sub-divisions, adapting it to the special conditions of the several schools. These exercises are conducted with regard to Orthoëpy. Bad pronunciation, which pupils are very likely to have acquired before they are sent to school, is to be corrected and habits of distinct articulation to be established. Scholars are taught to distinguish between similar sounds: (ä, e, ö; ü, i; eu, ei, ai; b, p; g, f, d; ð, t, &c.) These exercises prepare them for the phonetic lessons in Primer I. and for the study of orthography. Proper care is taken already in this grade to engender in the pupils that sense of order essential to the spirit of firm discipline required in our school system. They must not be allowed to sit or stand in an improper way, they must be trained to give their full attention to the recitation of others as well as to the words of their teacher, to speak loud and distinctly and to use complete sentences. Securing the habit of attention is a very important

part of the work in this grade. Small children are rarely capable of fixing their attention for many minutes on the same subject and this power is attained only by degrees. Therefore the recitations should be made very short in the beginning, so as not to tax the children beyond their capacity, and the natural conditions of their age. They should be increased in duration as the pupil's capacity grows under the teacher's efforts.

4th quarter: Review of "Lessons on Objects" and exercises in writing and reading German script, preparatory to Berg's Primer I. pages 5—18. The phonetic method is to be used (see article on *Leseunterricht* in *Diesterweg's Wegweiser*).

SIXTH GRADE—*Reading and Writing.*

Berg's Primer I. 1st quarter: pages 5—20.

"	"	2d	"	"	21—34 and review.
"	"	II. 3d	"	"	1—19.
"	"	4th	"	"	20—32 and 35—46.

Questions are asked on the reading-pieces in regard to their contents and grammar, which the pupils are required to answer in complete sentences. These oral exercises are conducted together with the reading lessons in all grades and form an important, perhaps their most important part. They are designed to establish early habits of solid, earnest and thoughtful reading. *Schreiber's* or *Struebing's Bilder* is used in all the lower grades whenever it can serve to illustrate and explain pieces in the readers. In the 2d and 3d quarters poems are learned by heart (Primer II, Nos. 2, 4a, 8, 10, 16 and 18.)

Grammar. Syllables; long and short syllables, (Dehnung und Schärfung), Umlaut. Grammar in this grade as well as in the others is to be taught only in connection with the readers. Copying from the readers though continued through all the grades, forms the principal grammatical exercises in the lower rooms, as it obliges the scholars to notice the form and spelling of the elements, and to give to each word in the sentence a due share of his attention, which in reading is confined very often to the principal words that express the idea (*Begriffswörter*), while those which exhibit the relation (*Formwörter*) are neglected.—It allows the pupil to accumulate a stock of grammatical experience (because in copying he is bound to notice even niceties which otherwise would escape his attention) that will then be sifted, categorized and arranged by the formal study of grammar in the higher grades. It engenders a spirit of observation and prevents

the scholars from flying over the pages in undue haste. These writing exercises also allow the teacher to direct and control the home studies in a very efficient way, and to keep one class of the pupils busy while another class is reciting. At the same time they prepare for the work of the fifth grade (e. g. Dictation exercises and Composition).

FIFTH GRADE.—*Reading.* 1st quarter: Berg's Primer II., pages 46—60, 20—23, and Review. 2d quarter; Witter's 2d German Reader, Nos. 120, 49, 119, 61, 123, 56, 124, 50, 129, 53, 130, 63, 128, 64, 117, 69, 122. 3d quarter: Nos. 144, 78, 121, 68, 125, 81, 143, 82, 140, 100, 148, 73, 118, 89, 149, 79, 135, 77, 126, 127, 109, 137. 4th quarter: Nos. 139, 97, 146, 60, 147, 54, 131, 55, 141, 106, 150, 105, 187, 186, 196, 65, 206, 212, 211.

Part of the poetry is learned by heart. In this grade great care must be taken to make the scholars read with proper expression and to do away at once with any bad habit of sing-song or monotonous reading, which perhaps may have been (though it should not) acquired in the drill-work on syllables, words and descriptive pieces of the preceding grade. The expression with which a scholar reads, is an excellent test of the training which he has gone through and of his mental capacity. His expression in reading will show at once whether the pupil penetrates through the words to the contents of a piece, whether his mind is in a continual and close contact with the *meaning* of the words he is reading, and is receiving the full and lively impression of their *sense*, or whether they appear to him almost unlinked to each other, unchained to any meaning, so that at the very best they have evidently produced in him but a vague, dim and nebulous *impression* of the meaning they are intended to convey. Expression and impression stand in such close relation to each other, that want of *expression* usually shows want of *impression* too, or in other words, the pupil who does not read with good expression, does not understand what he is reading.

Writing. Exercises in copying from the reader. The most important part of the work of this grade is to accustom the pupil to exactness and order. He is to be taught in conformity with the rules of the Spencerian system as far as they can be applied to writing German, especially in regard to position and penholding. We can hardly expect to see in slate writing letters as beautifully and well written as we can obtain in the copy-book work of the higher grades. But here already some part

of the work of those grades can be done. We can already lay stress on the *equal height* of the letters, on *writing carefully on the lines*, on smooth *light* and *heavy lines*, on *equal distance*, *direction* and *size* of the letters.

Grammatical Exercises, i. e. analytical ones in connection with the readers. Distinction between sound and name of letters; hard, soft, long and short sounds. Noun (without declension) Article, Adjective; Gender and Number.—*Enumeration of objects in the form of small compositions*. Each of the latter exercises has to be carefully prepared at school and the pupils ought not to do them at home before they are able to write them without any assistance.—*Dictation Exercises* commence in this grade and are continued regularly through all the grades. They are in this grade taken from pieces that have recently been read and are quite familiar to the scholars. They will show whether the pupil has studied and mastered his reading lesson, as in this case he must be able to write correctly any part of it, which the teacher may dictate. These exercises should be very short generally and not consume more time than is indispensably needed. One sentence or 5 to 8 words at a time will suffice. In dictating the teacher should not repeat the words more than twice.

FOURTH GRADE.—*Reading*. 1st quarter: 99, 218, 66, 98, 113, 114, 110, 158, 159, 195, 213, 199, 180, 67. 2d quarter: 111, 112, 142, 136, 184, 201, 205. 3d quarter: Witter's 3d German Reader, pages 1—32. 4th quarter: Witter's 3d German Reader, pages 32—58. Part of the poetry is committed to memory, *with the names of the authors*. The remarks made in the 5th and 6th grade apply also to the 4th. The pieces of the readers should be made useful in three respects: Correct reading, beautiful reading and as subjects for grammatical exercises.

Penmanship. Witter's Copy-books. Copying from the readers. Position and penholding as prescribed by the Spencerian system. More weight is to be attached to the equal height of letters, to writing on the lines, to equal distance, light and heavy lines, direction and size of long letters than even to a more or less beautiful form of the letters in this grade. Not the lessons set aside for the teaching of penmanship alone are to be considered sufficient for this study, but all other lessons which involve writing, work in that direction, or to say the least ought not to work against it. Considering this the pupils should not be allowed to write their dictation—or grammatical exercises in

a slovenly way. They should not be burdened with more work in either of these studies than they can do well and in good writing.

Grammatical exercises (from the reader i. e. analytical) Roots and endings, declension, pronouns, simple sentences, attributes, inverted sentences transposed.

The synthetic exercises in the form of *short compositions* to be continued : *a*, Enumeration of objects ; *b*, Descriptive sentences answering a certain set of questions *e. g.* *Was?* *Theile?* *Woraus?* *Von wem?* *Wozu?* These exercises have to be carefully prepared in school, before they are assigned to be written at home. *Dictation exercises* from the pieces read.

THIRD GRADE. — *Reading* : Witter's 3d Reader, 1st quarter, pages 58—76, 2d quarter pages 76—104, 3d quarter 104—142, 4th quarter 142—181. Some of the Poems learned by heart.

Writing : Witter's Copy-books, Copying from the reader.

Grammatical exercises : *Pronouns* : (continuation & review); *Adverbs*, Present, Past, and Future Tense of the *Verb* (Active voice, Indic. mood.); *Comparison*, *Objective elements* of the 1st and 2d class. *Punctuation* : Comma before *welcher*, *der*, *dass*.

Synthetic exercises in the form of *short compositions* : Descriptive sentences on questions. Answers to questions on reading pieces given in writing by the pupils. Small compositions on subjects that were treated in the object lessons of the 7th grade. These exercises must be carefully prepared in school. In correcting them, the teacher will not *correct*, but *mark* the mistakes, and then look over them again, in order to see if they have been corrected by the pupils. *Dictation exercises* from the reading pieces. Poems that have been committed to memory are written by rote.

Anglo-American Classes—Berg's Primer I. and II. In the third quarter of this grade Ahn's Method of Learning German is taken up, and part of the time spent in translating lessons 1 to 30 incl. Exercises in speaking. Pupils are taught to understand German questions which occur frequently and to answer them in the same language. Small poems learned by heart.

SECOND GRADE — *Reading* : Witter's 3d Reader; 1st quarter 181—224, 2d 224—270, 3d 270—317, 4th 317—385. Poetry committed to memory.

Writing : Witter's Copy-books; Copying from the reader.

Grammatical exercises (analytical). In connection with the

reader), *Verb.* (transitive, and intransitive, personal and impersonal, &c.), *Conjunction, Interjection, Preposition, Clauses, and Punctuation.*

Synthetical exercises: Same as in grade No. 3, but on more difficult subjects; reproduction, extension, and change of easy pieces from the reader. The remarks on these exercises in the 3d grade apply also to this grade. *Short Dictation* exercises from classical authors; one or two lines at a time are sufficient.

Anglo-American classes: Ahn's Method, Exercises in speaking, reading, and writing. Poems learned by heart.

FIRST GRADE.—In this grade the theoretical study of German grammar as a separate branch of study is taken up:

1st quarter: Ahn's Course II. §§. 1—14 (to bottom of p. 13)

2d " " " " 14—20 incl. and review.

3d " " " " 21—44 "

4th " " " " 45—55 "

Reading lessons 1, 2, & 3, pages 92—93.

TEXT BOOKS IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

McGuffey's (Leigh's Phonetic) Primer, First Reader, and Charts; McGuffey's Second, Third, Fourth, Fifth, and Sixth Readers; Grammar, Greene's Introduction; Robinson's Intellectual Arithmetic and Progressive Practical Arithmetic; Felter's First Lessons, Primary and Intermediate Arithmetic; Worcester's Speller and Primary Dictionary; Seavoy's (Goodrich's) History of the United States; Berg's First and Second German Primers; Witter's Second and Third German Readers; Dessar's German Grammar; Ahn's First and Second Course; Warren's Primary and Common School Geographies; Spencer's System of Penmanship; Witter's System of German Penmanship; Song Garden, Parts First and Second; Bartholomew's Drawing Cards.

NORMAL SCHOOL.

Arithmetic—D. P. Colburn.

Geometry—Evans.

Physical Geography—Colton, Warren, and Guyot.

Natural Philosophy—Hooker.

Mental Philosophy—Haven.

Penmanship—Spencer.

Reading—Hillard, and Sargent.

- Algebra*—Sherwin.
Geography—Mitchell, Colton, and Guyot.
History—Willson.
English Grammar—Greene.
Vocal Music—The Song Garden, Concone's Vocal Exercises, and Adam's Vocal Album.
Physiology—Loomis.
Constitution of U. S.—Townsend.
Theory and Art of Teaching—Wickersham, and Sheldon.
History of English Literature—Cleveland, and Collier.
Latin—Andrews & Stoddard's Latin Grammar; Crosby's Eclogæ Latinæ.
Spelling—Worcester.
Composition—Parker.
Drawing—Bartholomew.

HIGH SCHOOL.

- English Literature*—Collier's History of English Literature.
Latin—Smith's Principia, or Allen's Latin Lessons and Grammar; Hanson's Latin Prose Book; Andrews & Stoddard's Latin Grammar; Arnold's Latin Prose Composition; Bowen's, Harper's, or Hanson's Virgil; Andrews' or Anthon's Latin Lexicon.
• *Greek*—Harkness' 1st Greek Book, Crosby's Grammar and Lessons, Arnold's Greek Prose Composition, Felton's Reader, Crosby's Anabasis, Felton's or Owen's Homer, Liddell & Scott's Lexicon.
German—Ahn's German Method, Woodbury's German Method, Bilderbuch ohne Bilder, Amerikanisches Lesebuch, Otto's German Grammar.
French—Ahn's French Method, Fasquelle's French Course, Fasquelle's Colloquial French Reader.
History—Willson's Outlines.
Mathematics and Astronomy—Ray's Algebra Part 1st, Chauvenet's Geometry, Chauvenet's Trigonometry, Howison's Analytical Geometry, Snell's Olmsted's Astronomy, Steele's Fourteen Weeks in Astronomy.
Natural Philosophy—Wells'.
Chemistry—Porter's.
Natural History—Warren's Physical Geography, (Revised Edition) Hitchcock's Physiology, Gray's Botany, Agassiz and Gould's Zoology.

Mental Philosophy—Haven's.

Moral Philosophy—Hickock's.

Book-Keeping—Payson, Dunton and Scribner's.

Rhetoricals—Randall's Elocution, Day's Rhetorical Praxis, Webster's Academic Dictionary.

Music—S. Mueller's Part Songs, Concone's Vocal Exercises, The Music Teacher.

COURSE OF INSTRUCTION IN MUSIC.

SEVENTH GRADE.

Numbers at first, and afterwards the notes and staff — to some extent.

Whole scale used. Half and quarter notes and corresponding rests.

Intervals taught : from one to any other note in the scale up to 5.

Voices not tried above E $\frac{1}{2}$.

Dynamical marks taught as they occur in the lessons.

Songs : Twenty new ones learned. N. B. No songs taught except under the direction of the music teacher.

SIXTH GRADE.

Whole scale. Special attention to Rhythm.

Whole, half, and quarter notes and corresponding rests.

Intervals from 1 to any other note in the scale up to 8.

Voices not above E $\frac{1}{2}$.

Dynamical marks continued.

Songs : Twenty new ones.

FIFTH GRADE.

Scale carried to the third above.

Whole, half and quarter notes ; corresponding rests. Accidentals taught.

Intervals from 1 to 10. Major and minor thirds introduced.

Voices not above F.

Dynamical marks.

Songs : Twenty new ones, and exercises, in one and two parts.

FOURTH GRADE.

Scale carried to the third above.

Whole, half, quarter, eighth, and sixteenth notes ; corresponding rests.

Intervals : major and minor thirds continued.

Voices not above F.

Transpositions commenced : Keys of C, G, D, F.

Dynamical marks.

Songs : Twenty new ones, one and two parts.

THIRD GRADE.

Scale to five above.

Chromatic intervals.

Voices not above F.

Transposition continued ; keys of A, E, B \flat , E \flat .

Dynamical marks.

Songs : Twenty new ones; one and two parts.

SECOND GRADE.

Scale to five above.

Chromatic intervals continued.

Voices not above F.

Transposition continued through all major keys.

Dynamical marks.

Songs : Twenty new ones ; one, two, and three parts.

FIRST GRADE.

Scales and chromatic intervals

Voices not above C.

Transposition in minor keys.

Dynamical marks.

Songs : Twenty new ones ; one, two, and three parts.

Special attention to be given by the teachers in all the grades to the following points : 1. Position of pupils, while singing. 2. Quality of tone : harshness and screaming never allowed ; 3. Pronunciation ; 4. Expression : special care taken that each piece shall be sung with regard to its peculiar sentiment.

At least five minutes each day should be given to the practise of elementary exercises in music as directed by the music teacher.



TABULAR STATEMENTS FOR THE YEAR 1870-71.

PREPARED BY

LOUIS F. SOLDAN, ASSISTANT SUPERINTENDENT.

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- TABLE I**—Showing names, location, &c., of the School-houses.
- TABLE II**—Showing character of attendance of Pupils.
- TABLE III**—Showing ages of Pupils registered.
- TABLE IV**—Showing occupations of Parents, &c.
- TABLE V**—Showing Birth-places of Pupils.
- TABLE VI**—Showing enrollment and attendance of Pupils.
- TABLE VII**—Showing classification and grades of studies of Pupils.
- TABLE VIII**—Showing classification, &c., in German Instruction.
- TABLE IX**—Schedule of Salaries January 1st, 1872.
- TABLE X**—Historical Table extending back to 1850.

TABLE II,

Showing names, locations, dimensions and value of the School Houses, size and value of the Grounds, etc., June, 1871.

NAMES OF SCHOOLS.	No. of Teachers When Built.	Estimated Value of Lot.	Estimated Value of House.	Size of House.	No. of Rooms.	Size of Room.	No. of Seats.	How warmed.
Polytechnic Building (purchased)	7	1867	\$ 60,000	320,374 26	135x100	.....	6	Steam.
Normal (Polytechnic Building)	12	1855	35,000	40,245 77	150x106	84x67	10	Irrig.
High	12	1870	40,000	36,727 64	127x112	.....	5	Furnaces.
Intermediate (Polytechnic Building)	4	1857	5,000	15,000 00	160x115	100x34	12	Steam.
Benton	13	1858	2,500	35,500 00	150x137 $\frac{1}{4}$	30x28	8	Furnaces.
Blow	12	1857	2,500	4,000 00	76x165	40x75	12	Stoves.
Carondelet	9	1855	7,000	38,503 09	125x142	28x30	8	Furnaces.
Carr Lane	13	1870	10,000	44,060 80	140x150	58x75	12	Stoves.
Carroll	15	1869	10,000	15,156 13	180x120	68x52	14	Furnaces.
Charles	8	1869	3,000	8,407 27	76x123	58x32	8	Furnaces.
Chouteau	6	1865	9,000	3,000 00	74x156	29x52	6	Furnaces.
Clark	13	1856	10,000	16,208 11	100x260	74x166	12	Irrig.
Clay	13	1868	11,000	44,489 66	110x119	72x66	12	Stoves.
Clinton	4	1868	3,500	14,329 01	100x136	63x36	4	Furnaces.
Compton	2	1870	2,000	1,500 00	50x130	38x70	2	Stoves.
Concordia (purchased)	4	Rented.	9,000	35,934 14	101x135	.....	4	Irrig.
Dodier	13	1870	12	.....	.....	.....	12	Furnaces.
Douglas	8	1860	13,000	5,964 60	79x119	40x71	8	Stoves.
Douglas Primary	13	1868	25,000	39,411 06	100x150	72x66	12	Furnaces.
Eads	13	1869	11,000	19,196 40	112x127	80 $\frac{1}{2}$ x65	12	Stoves.
Eliot	2	Rented.	15,000	35,141 00	107x140	70x100	3	Irrig.
Everett	27	1857	17,000	6,200 00	75x127	42x71	12	Stoves.
Everett Primary	4	1867	3,000	17,088 42	85x125	65x33	6	Furnaces.
Franklin	5	1869	6,000	5,000 00	138x156	68x32	4	Stoves.
Gamble	13	1870	8,000	31,112 85	21x30	248	716	Furnaces.
Gravois	4	1867	3,000	.....	.....	.....	3	.....
Hamilton	5	1869	6,000	.....	.....	.....	12	.....
Humboldt	13	1870	8,000	.....	.....	.....	3	.....

APPENDIX.

TABLE III

Showing character of attendance of Pupils in each School for the Year 1870—71.

APPENDIX.

Franklin	5	105	25	39	33	26	29	27	29	53	408	30	261	139	55	1803	
Gamble.	3	78	21	15	12	9	13	8	19	16	16	210	6	103	456	80	4
Gravois	3	68	24	21	35	24	30	43	52	45	36	381	22	243	343	75	214
Hamilton	3	68	21	75	51	51	51	59	46	28	45	692	9	461	664	178	403
Humboldt	9	180	67	81	75	51	51	51	51	51	51	692	9	461	664	178	728
Jackson	4	109	62	38	30	19	31	37	32	37	56	455	15	207	948	186	5
Jefferson	13	223	91	41	40	31	46	21	32	30	41	609	23	443	394	174	108
" Branch	6	107	53	34	69	63	31	33	69	36	60	561	6	—	350	121	166
Laclede	22	350	123	41	42	48	40	55	43	52	52	868	31	538	650	162	727
Lafayette	18	319	83	59	42	34	43	44	68	65	56	831	19	763	584	74	950
Lincoln	37	350	148	51	34	38	31	30	31	25	25	849	49	686	273	249	919
Lyon	13	271	121	60	63	42	64	53	60	31	39	817	23	420	1964	303	87
Madison	19	217	126	80	70	61	70	44	66	87	68	908	72	605	885	214	904
Maramec	65	18	11	25	10	7	11	10	7	14	178	6	75	331	35	52	
O'Fallon	17	264	112	80	54	48	45	66	41	50	70	847	17	611	459	198	192
Olive St. Primary	—	2	4	10	4	1	1	3	3	3	2	33	2	14	36	6	907
Penrose	8	152	56	30	29	32	27	31	40	18	32	455	6	247	643	103	35
Pestalozzi	10	215	60	54	37	26	41	46	39	50	33	608	7	513	350	49	466
Shepard	10	122	46	23	11	12	16	11	13	10	13	287	16	169	255	72	662
Stoddard	21	334	162	80	65	36	40	32	31	27	47	895	64	530	557	315	943
Washington	13	213	80	72	54	50	52	62	60	85	813	13	441	1190	214	903	
Webster (New)	16	334	105	93	46	32	37	40	47	40	49	859	48	639	662	185	971
Total District Schools . . .	22	263	90	69	34	36	32	29	41	35	25	676	43	420	567	168	714
Colored School Number One . . .	519	8526	3233	2080	1719	1434	1458	1574	1739	1501	1592	25,375	1270	15,956	24,575	6416	2229
" Two	—	28	16	23	28	30	50	23	37	18	28	281	14	48	453	30	1
" Three	—	20	17	11	12	24	38	18	30	12	40	222	—	475	27	13	282
" Four	—	109	115	59	51	54	50	36	31	41	45	591	9	569	14	103	236
" Five	—	49	28	18	16	11	35	35	30	29	278	—	14	116	53	11	602
" Six	—	24	7	13	13	9	9	17	12	19	27	150	—	39	582	48	293
Total Colored Schools . . .	—	231	193	136	130	144	166	130	145	121	170	1566	24	670	1839	262	40
Grand Total	624,9059	3480,2248	1875	1611	1672	1729	1908	1649	1781	27,686	1420	17,117	27,031	6770,2288	29,924	1806	1xxxii

TABLE III,
Showing the number of Pupils of different ages registered in each School for the year 1870—71.

Names of Schools.	7 years and under	8	9	10	11	12	13	14	15	16 and over.	Total.	Rec'd by Trans- fer.	Total number registered.	
Total Higher Schools.														
Benton	172	87	102	94	87	74	81	60	26	13	796	184	980	
Blow	205	129	126	105	92	71	60	40	21	16	865	8	873	
Carr	161	99	84	81	66	55	30	15	5	4	680	26	606	
Carr Lane	218	120	97	96	109	161	96	67	36	20	1,020	79	1,099	
Carroll	190	109	140	147	90	94	129	27	10	4	940	65	1,095	
Charles	131	36	49	42	21	16	5	1	...	...	338	45	403
Chouteau	208	58	63	33	48	17	16	7	4	1	455	33	488	
Clay	237	137	108	131	110	89	66	47	20	15	960	36	996	
Clinton	167	104	111	103	112	123	116	50	29	22	936	39	975	
Compton	91	28	24	14	15	9	...	...	...	...	181	13	194
Concordia	71	16	12	11	10	3	...	...	...	...	122	6	128
Dodier	95	41	54	48	51	15	10	1	1	...	315	18	333	
Douglas	209	103	113	126	98	89	78	70	39	16	941	91	1,032	
" Primary	40	3	3	1	...	40	...	36	18	8	47	16	63	
Eads	95	52	60	59	45	40	...	...	...	3	416	36	452
Eliot	190	128	91	102	96	102	78	65	49	26	927	29	956	
Everett	177	131	125	125	116	102	97	67	25	18	983	68	1,051	
" Primary	52	12	15	4	4	5	2	...	...	...	94	57	151
Franklin	244	144	134	139	136	141	123	78	45	29	1,213	90	1,303	
Gamble	164	97	95	76	40	22	10	2	506	29	536	

APPENDIX.

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Gravois	89	39	20	22	20	14	5	2	2	211	3
Hamilton	131	65	61	42	20	18	10	8	2	357	46
Humboldt	275	99	75	62	35	33	17	10	2	608	403
Jackson	214	50	49	43	42	21	18	8	3	448	728
Jefferson	2	13	46	71	84	104	78	54	16	478	120
" Branch	269	151	99	90	41	24	9	1	...	239	460
Laclede	92	86	68	97	112	116	90	61	27	185	717
Lafayette	171	100	113	140	127	134	102	69	41	876	950
Lincoln	10	96	108	127	105	95	80	54	40	838	919
Lyon	211	121	123	123	115	103	79	49	24	847	891
Madison	228	122	123	115	123	117	18	8	3	852	904
Maramec	54	22	25	29	88	73	67	37	16	55	960
O'Fallon	210	120	137	95	100	101	84	61	33	178	192
Olive St. Primary	13	6	2	6	1	2	...	...	...	30	35
Panroe	131	73	54	39	48	34	21	9	6	417	466
Pestalozzi	228	103	79	90	57	38	18	4	2	617	662
Shepard	108	55	47	38	25	13	2	2	2	292	315
Stoddard	92	152	106	124	100	122	96	78	30	908	943
Washington	215	120	114	99	101	84	61	33	18	866	903
Webster	161	107	118	127	111	125	77	51	20	17	914
Webster (New)	186	84	83	64	71	62	44	22	9	629	714
Total District Schools.....	6,19	3,417	3,264	3,169	2,789	2,482	1,935	1,188	555	333	2,275
Colored School Number One	30	24	15	24	32	39	22	33	15	46	27,604
" Two	19	12	28	40	20	36	20	21	9	28	282
" Three	63	58	62	70	68	63	66	42	38	233	235
" Four	32	20	27	42	19	35	25	19	17	573	602
" Five	18	15	15	18	13	12	8	14	6	282	293
" Six	1	3	4	5	5	1	4	3	6	148	150
Total Colored Schools	163	132	141	199	157	186	145	132	91	214	46
Grand Total	6,360	3,549	3,305	3,368	2,949	2,674	2,110	1,414	765	993	1,606
										27,587	29,924

APPENDIX.

JOURNAL

Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians for the year 1870-71.

Names of Schools.		Total	Referred by Transfer.	Total No. Enrolled.
Agents.	Ardets.			
Boarding House and Ho.	Telkeper.			
Boutmen.	Boutmen.			
Clerks.	Butchers.			
Confidential.	Dryermen & Teamsters.			
Farmers and Gardeners.	Farmers and Gardeners.			
Landholders.	Landholders.			
Manufacturers.	Manufacturers.			
Mechanics.	Mechanics.			
Merchants.	Merchants.			
Professionals.	Professionals.			
Public Officers.	Public Officers.			
Sailor-peepers.	Sailor-peepers.			
Teamsters.	Teamsters.			
Tradesmen.	Tradesmen.			
Unclassifed.	Unclassifed.			
Wearers.	Wearers.			
Total Higher Schools	Benton			
	Browne			
	Carr			
	Carr Lane			
	Carrall			
	Charless			
	Chontean			
	Clay			
	Clinton			
	Compton			
	Concordia			
	Codier			
	Douglas			
	Douglas Primary			
	Falls			
	Florist			
	Goverett Primary			
	Franklin			
	Gamble			

TABLE V
Showing the Birth-places of Pupils registered in each School for the Year 1870—71.

Names of Schools	St. Louis, Missouri, Without St. Louis.	New England.	Middle States.	Northern States.	Western States and Territories.	Great Britain.	Ireland.	Germany.	Other Foreign Countries.	Unknown.	Total.	Rec'd by Transfer.	Total No. registered.					
Benton	400	78	9	56	68	116	18	21	16	14	..	796	184	980	..	..	165	184
Blow	440	196	6	85	27	116	12	6	17	8	..	865	8	873	..	..	404	404
Carr	449	17	6	16	11	60	9	1	6	5	..	680	26	606	..	..	165	165
Carr Lane	691	20	2	16	86	54	28	4	12	12	245	1,020	79	1,089	..	..	..	..
Carroll	706	30	2	23	17	89	2	..	61	6	4	940	65	1,005	..	..	..	..
Charless	288	14	2	4	2	23	2	..	18	4	..	858	45	468	..	..	..	..
Chouteau	817	20	5	10	12	47	17	5	19	1	2	485	38	488	..	..	..	..
Clay	720	50	8	19	30	108	10	..	16	1	2	980	86	986	..	..	..	..
Clinton	656	64	16	46	39	44	18	10	46	4	3	986	89	975	..	..	..	..
Compton	129	8	..	6	10	25	3	4	1	..	..	181	18	194	..	..	..	..
Concordia	120	..	..	..	..	2	..	..	..	..	..	122	6	128	..	..	..	..
Dodier	218	9	2	..	2	28	1	..	31	8	24	315	18	338	..	..	..	..
Douglas	512	90	2	29	82	154	26	8	18	10	66	941	91	1,032	..	..	..	..
“ Primary	31	1	..	..	2	5	7	1	..	4	..	47	16	63	..	..	..	..
Eads	251	42	5	27	22	51	11	..	..	..	..	416	36	452	..	..	..	..
Eliot	552	98	7	42	39	153	9	1	5	18	8	927	29	956	..	..	..	..
Everett	600	35	7	64	89	148	35	24	16	10	16	886	68	1,061	..	..	..	..
“ Primary	64	..	3	4	12	8	6	..	..	8	..	94	57	1,151	..	..	..	..
Franklin	846	46	16	50	80	169	26	5	17	21	..	1,213	90	1,803	..	..	..	..
Gamble	346	13	1	24	16	59	7	1	28	11	..	506	29	535	..	..	..	..

Gravois	•	•	182	7	••• 5	1	6	••• 13	19	15	33	13	19	••• 4	••• 4	211	3			
Hamilton	•	•	239	14	••• 6	19	15	31	13	11	61	14	8	••• 5	••• 5	403	214			
Humboldt	•	•	427	13	••• 2	18	11	61	14	12	29	14	8	••• 9	••• 9	728	403			
Jackson	•	•	352	8	••• 8	8	12	27	15	15	81	7	7	••• 5	••• 5	120	728			
Jefferson	•	•	285	37	••• 6	27	15	27	15	15	81	7	8	••• 5	••• 5	132	460			
Branch	•	•	424	19	16	26	18	69	19	12	112	16	8	20	20	478	239			
Laclede	•	•	500	27	2	45	33	112	16	58	5	1	33	17	19	727	717			
Lafayette	•	•	670	30	3	23	10	112	9	10	112	9	11	12	12	448	448			
Lincoln	•	•	572	64	6	41	10	22	12	56	10	10	26	7	7	120	120			
Lyon	•	•	623	29	5	22	12	39	26	71	5	2	44	13	13	448	448			
Madison	•	•	616	29	4	39	26	71	5	2	44	13	7	856	856	120	120			
Maranec	•	•	139	6	4	8	3	10	12	99	12	15	27	8	8	178	178			
OFallon	•	•	618	28	6	27	18	99	12	3	4	10	2	2	2	55	55			
Dive St. Primary	•	•	19	••• 7	••• 8	••• 3	••• 3	7	31	10	5	9	••• 2	••• 2	30	30	907	907		
Panrose	•	•	333	••• 7	••• 8	••• 3	••• 3	16	36	4	••• 4	35	6	1	1	417	417	35	35	
Pestalozzi	•	•	494	11	••• 14	14	16	14	16	16	3	1	2	14	2	49	49	466	466	
Shepard	•	•	239	7	••• 3	3	3	3	3	15	48	142	2	4	6	1	292	292	315	315
Stoddard	•	•	612	55	20	15	15	48	142	2	2	4	6	4	4	908	908	943	943	
Washington	•	•	628	45	10	74	23	38	10	12	12	12	17	17	17	869	869	934	934	
Webster	•	•	581	70	12	36	20	157	9	9	20	20	6	1	1	914	914	971	971	
" (New)	•	•	412	49	3	22	10	101	5	5	3	14	2	8	8	629	629	85	85	
Total District Schools	•	•	17,200	1,371	191	942	742	2,776	392	230	698	230	698	254	533	35,329	2,275	27,604	27,604	
COLORED SCHOOL Number One	•	•	87	133	••• 2	48	5	••• 1	••• 1	••• 1	43	39	••• 1	••• 1	5	280	280	2	282	
Two	•	•	53	79	••• 1	1	28	43	69	139	40	38	••• 1	••• 1	28	238	238	2	235	
Three	•	•	130	223	••• 1	8	69	40	20	22	5	4	••• 1	••• 1	3	573	573	29	602	
Four	•	•	102	112	••• 1	••• 1	28	4	4	4	5	1	1	1	1	282	282	11	298	
Five	•	•	25	79	••• 1	••• 1	7	28	20	22	5	1	1	1	1	148	148	2	150	
Six	•	•	7	28	••• 1	••• 1	11	197	5	11	1	1	1	1	1	44	44	44	44	
Total Colored Schools	•	•	404	654	1	11	11	197	254	1	1	1	1	1	1	37	1,560	46	1,606	1,606
Grand Total	•	•	17,916	2,088	229	1,015	1,002	8,156	405	238	701	259	578	27,587	2,337	29,924	29,924			

VII

Showing the Enrollment and average Attendance of Scholars, and total cost of Schools, for the year 1870-71.

NAMES OF SCHOOLS.									
Whole No. Enrolled.		Grls.		Boys.		Total.			
Normal	166	165	165	165	165	330	330	11,908	\$83.70
High	229	216	204	234	204	420	420	14,309	91.25
Intermediate.....	75	80	156	16	118	106	106	3,634	64.63
Total Higher Schools.....	459	459	459	459	459	1,370	1,370	47,841	64.12
Benton.....	487	493	980	184	632	486	901	41	\$7,977.90
Bow.....	405	873	8	343	603	47	13	19,216.35	\$73.87
Carr.....	203	606	606	389	389	94	43	6,066.02	\$1,795.03
Carr Lane.....	541	668	1090	79	709	860	93	54	4,435.86
Charlies.....	427	578	1065	66	733	718	83	52	1,620.69
Chouteau.....	169	214	453	46	299	260	93	50	1,297.11
Clark.....	240	488	33	348	326	93	68	7	824.88
Clay.....	477	619	986	36	686	627	92	65	1,638.13
Clinton.....	607	648	975	39	719	694	97	66	1,766.76
Compton.....	90	104	194	13	127	114	90	32	1,620.69
Concordia.....	66	62	128	6	88	83	94	44	1,620.69
Dodier.....	116	167	333	18	247	237	96	62	1,620.69
Douglas.....	527	606	1032	91	602	607	92	61	1,620.69
Franklin Primary.....	285	36	63	16	46	42	93	22	1,620.69
Eads.....	93	359	452	36	307	273	91	38	1,620.69
Elliott.....	788	168	956	29	665	626	91	52	1,620.69
Everett.....	574	477	1064	68	665	619	98	61	1,620.69
Primary.....	84	67	161	67	108	94	97	60	1,620.69
Franklin Primary.....	662	641	1303	90	928	869	94	28	1,620.69

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Gamble.....	29	268	26	94	43	8	5,323.83	17.87	761.75	2.62	6,105.68	20.49			
Gravols.....	110	214	3	149	94	37	4	2,765.20	18.56	508.99	3.42	3,274.19	21.98		
Hamilton.....	239	403	46	213	187	88	53	4	2,933.60	13.77	473.00	2.22	3,406.60	15.99	
Humboldt.....	344	384	728	120	450	93	35	15	9,213.75	20.48	1,203.47	2.67	10,417.22	23.15	
Jackson.....	297	253	460	12	290	90	36	9	6,227.95	21.48	807.77	3.10	7,125.72	24.54	
Jefferson.....	345	372	717	239	427	97	63	43	11	7,511.68	17.59	1,148.93	2.69	8,639.89	20.28
Laclede Branch	366	382	727	43	384	92	62	8	5,048.06	13.87	865.97	2.38	5,914.02	16.25	
Laclede.....	520	430	950	185	609	672	94	47	16	10,864.00	17.84	1,650.17	2.71	12,514.17	20.55
Lafayette.....	526	919	43	615	678	91	47	15	11,074.95	18.01	1,328.03	2.16	12,402.98	20.17	
Lincoln.....	433	458	891	53	690	648	91	53	14	10,436.20	15.44	1,183.31	1.72	11,614.51	16.83
Ly'on.....	410	494	904	57	640	581	91	49	15	10,764.85	16.82	1,285.20	2.04	12,050.05	18.83
Madison.....	460	500	950	104	586	541	92	45	16	10,676.10	18.22	1,327.16	2.29	12,063.26	21.48
Marianne.....	93	99	192	14	128	118	92	43	4	2,425.40	18.95	493.04	3.67	2,920.44	22.82
OFallon.....	464	443	907	65	598	656	93	46	14	10,504.06	17.57	1,205.04	2.02	11,709.10	19.59
Olive St. Primary.....	13	22	35	5	19	17	89	19	1	535.50	28.18	429.11	22.58	961.61	59.76
Penrose.....	220	246	466	49	316	291	92	53	7	4,453.30	14.09	797.88	2.52	5,251.18	16.61
Pestalozzi.....	301	381	662	45	460	427	93	51	10	6,970.63	15.15	1,135.85	2.47	8,106.48	17.62
Sherpard.....	151	164	315	23	223	208	94	56	4	3,034.39	13.62	304.13	1.64	3,388.43	15.26
Stockard.....	487	456	943	34	735	703	96	56	14	10,729.35	14.00	2,044.76	2.78	12,722.06	17.38
Washington.....	406	497	903	34	539	491	91	42	14	10,527.97	19.53	1,464.07	2.78	11,992.60	22.25
Weber.....	450	621	971	57	659	613	93	51	14	10,920.80	16.57	1,328.80	2.02	12,349.60	18.59
" (New).....	350	384	714	85	505	472	91	51	12	7,474.30	14.80	1,089.84	2.16	8,564.14	10.96
Music and Writing.....	....	....	....	....	....	....	....	....	....	....	....	....	....	7,916.30	
Total District Schools	13,107	13,897	27,604	2,275	18,380	17,940	93	48	440	\$317,876.40	\$17.29	\$43,950.65	\$ 2.39	\$364,827.03	\$ 19.68
Colored School No. 1.....	150	132	282	2	135	122	90	34	4	2,170.80	\$16.08	\$ 337.96	\$ 2.50	\$ 2,538.75	\$ 18.53
" No. 2.....	121	114	235	2	113	97	86	33	3	1,813.15	16.31	295.87	\$ 2.62	2,139.02	\$ 19.93
" No. 3.....	368	234	602	29	412	385	93	46	9	5,331.55	12.95	807.12	1.96	6,141.67	14.91
" No. 4.....	143	150	293	41	159	151	95	40	4	2,541.15	15.88	492.06	3.69	3,033.21	19.07
" No. 5.....	66	150	2	84	69	82	42	2	1,227.30	14.61	306.30	3.65	1,425.80	18.26	
" No. 6.....	28	16	44	..	22	19	86	22	1	338.75	15.40	86.90	3.95	425.65	19.35
Total Colored Schools.....	894	712	1606	46	925	813	91	40	23	\$ 13,455.70	\$14.55	\$ 2,326.41	\$ 2.52	\$ 13,782.11	\$ 17.07
Grand Total.....	16,060	14,864	29,924	2,337	19,584	18,428	93	46	437	\$364,524.15	\$18.33	\$49,569.24	\$ 2.49	\$444,093.39	\$ 20.92

TABLE VIII,

Showing capacity of Schools, the number in the several classes and grades at the close of the year.

Names of Schools.	No. of Classes.	No. in each Class.	NUMBER OF PUPILS IN EACH GRADE.							Total.
			I. Senior.	II. Middle.	III. Third.	IV. Second.	V. Junior.	VI. Fourth.	VII. Fifth.	
Normal - - - - -	-	-	126	7	19	28	32	-	-	102
High - - - - -	-	-	400	12	Senior 42	40	Junior 109	-	-	290
Intermediate - - - - -	-	-	124	4	-	-	-	115	-	115
Total - - - - -	650	23	61	68	122	141	115	-	-	507
DISTRICT SCHOOLS.										
Benton - - - - -	-	668	13	23	35	45	98	72	109	108
Blow - - - - -	-	674	12	22	39	14	56	84	117	165
Carr - - - - -	-	424	9	-	-	-	30	121	87	113
Carr Lane - - - - -	-	760	13	82	37	39	38	155	143	351
Carroll - - - - -	-	800	15	13	50	40	90	175	58	199
Charles - - - - -	-	448	8	-	-	16	25	88	16	126
Chouteau - - - - -	-	350	6	-	-	20	23	94	72	91
Clay - - - - -	-	700	13	13	21	60	77	161	179	300
Clinton - - - - -	-	700	13	81	61	95	103	131	139	650
Compton - - - - -	-	240	4	-	-	10	20	29	12	645
Concordia - - - - -	-	152	2	-	-	-	-	-	54	125
Dodier - - - - -	-	236	4	-	-	-	25	63	72	82
Douglas - - - - -	-	880	13	29	68	42	55	125	102	243
Douglas Primary - - - - -	-	132	2	-	-	-	-	-	5	536
Eads - - - - -	-	390	8	-	24	32	55	74	26	54
Elliot - - - - -	-	760	13	43	56	79	78	149	116	270
Evereit - - - - -	-	672	13	10	23	58	109	105	124	93
" Primary - - - - -	-	116	2	-	-	-	-	-	30	614
Franklin - - - - -	-	1,072	27	51	72	87	127	140	208	660
Gamble - - - - -	-	352	7	-	-	-	-	-	71	873
Gravois - - - - -	-	250	4	-	-	-	16	19	36	158

APPENDIX.

xcv

Hamilton	-	248	5	-	-	-	-	-	-	18	72	150	240
Humboldt	-	716	13	-	-	-	-	-	-	13	102	125	249
Jackson	-	472	8	-	-	-	-	-	-	10	54	66	142
Jefferson	-	492	10	-	-	-	-	-	-	33	92	92	-
Jefferson Branch	-	398	7	-	-	-	-	-	-	-	-	-	394
Laclede	-	732	13	25	48	62	70	181	89	120	120	120	595
Lafayette	-	688	13	15	20	22	87	90	111	200	200	200	545
Lincoln	-	725	13	12	43	90	139	109	140	140	140	140	620
Lyon	-	768	12	32	14	77	45	137	141	141	141	141	582
Madison	-	760	13	-	51	44	110	59	160	160	160	160	593
Marianec	-	154	3	-	-	8	16	31	46	21	21	21	122
O'Fallon	-	700	13	7	17	26	30	84	125	240	240	240	529
Olive Street Primary	-	60	1	-	-	-	1	6	12	8	8	8	27
Pearose	-	350	6	-	-	-	54	61	83	108	108	108	306
Patalorzi	-	540	8	-	-	-	-	94	107	247	247	247	448
Shepard	-	244	4	-	52	88	19	74	23	107	107	107	223
Shoddard	-	750	13	12	10	52	115	147	113	44	44	44	696
Washington	-	680	12	-	36	48	41	80	103	142	142	142	428
Webster	-	700	13	-	-	75	100	134	132	82	82	82	620
Webster (new)	-	512	10	-	-	-	55	111	158	90	90	90	515
Total Colored Schools.	.	21,465	391	446	940	1,987	2,094	3,605	3,686	4,896	4,896	4,896	16,884
No. 1	.	144	.	4	-	-	-	45	12	42	42	42	106
No. 2	.	116	.	3	-	-	-	9	33	23	23	23	88
No. 3	.	438	.	9	-	-	-	12	19	75	75	75	396
No. 4	.	250	.	4	-	-	-	12	30	39	39	39	136
No. 5	.	114	.	2	-	-	-	1	17	20	20	20	69
No. 6	.	46	.	1	-	-	-	6	10	2	2	2	20
Total	.	1,107	23	-	-	25	71	219	169	261	261	261	745
Music and Writing	.	-	4	-	-	-	-	-	-	-	-	-	-
German	.	-	46	-	-	-	-	-	-	-	-	-	-
Grand Total	.	23,222	487	607	1,008	1,434	2,236	3,939	3,855	5,157	5,157	5,157	18,136

TEA BILDE

Showing the number of Schools, in which German has been taught, with the attendance and classification of Pupils.

SCHEDULE OF SALARIES — St. Louis Public Schools, January 1, 1872.

TOTAL		SCHEDULE OF SALARIES — Dr. Louis L'vone Schools, January 1, 1912.	
NAME OF SCHOOLS.	CLASS OF TEACHERS.	Male Principle.	Female Principle.
Normal.....	I	6	7
High.....	I	6	7
Branch High No. 1.....	II	3	6
Branch High No. 2.....	III	4	5
Elementary.....	IV	13	14
Lower.....	V	9	11
High.....	VI	8	9
Charter.....	VII	12	10
Barr Lane Primary.....	VIII	13	14
Barroll.....	IX	15	17
Charles.....	X	8	9
Montauk.....	XI	9	10
Clark.....	XII	1	2
Day.....	XIII	14	16
Elmpton.....	XIV	13	16
Concordia.....	XV	3	4
Dodier.....	XVI	2	3
Douglas.....	XVII	1	3
Douglas Primary.....	XVIII	13	14
Eds.....	XIX	1	2
Eilot.....	XX	13	14
Everett Primary.....	XXI	1	2
Franklin.....	XXII	24	25
Gamble.....	XXIII	6	9
Franklin.....	XXIV	1	3
Gamble.....	XXV	3	4
Hamilton.....	XXVI	3	4
Humboldt.....	XXVII	14	15
Irving.....	XXVIII	6	7
Jackson.....	XXIX	1	2
Jefferson.....	XXX	10	11
Lafayette.....	XXXI	1	2
Ledet.....	XXXII	16	16
Lincoln.....	XXXIII	14	15
Lincoln.....	XXXIV	15	16

TABLE XX,
Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and approximately, the Receipts and Expenditures for each fiscal year (ending July 31st.) since 1850.

YEAR.	RECEIPTS.		EXPENDITURES.		Total Expenses.
	No. of Seats.	Average Daily Attendance.	Total Receipts.	Per capita Improvement-means.	
1850, ...	6	1,500	\$14,537.31	\$13,706.00	\$3,417.75
1851, ...	3	2,550	\$14,427.11	\$20,563.36	\$30,563.36
1852, ...	7	3,876	\$14,625.52	\$14,501.01	46,802.69
1853, ...	9	3,716	\$14,154.50	\$17,576.00	4,380.26
1854, ...	11	4,106	\$14,960.60	\$20,000.00	20,756.26
1855, ...	11	4,117	\$15,355.63	\$14,992.65	47,356.21
1856, ...	11	4,106	\$14,043.79	\$17,576.00	4,380.26
1857, ...	12	5,123	\$14,538.47	\$20,000.00	20,756.26
1858, ...	13	6,773	\$14,547.59	\$24,289.30	17,348.93
1859, ...	13	6,773	\$16,784.34	\$24,488.27	87,239.24
1860, ...	13	9,230	\$21,764.49	\$33,880.38	87,020.38
1861, ...	13	10,111	\$20,512.45	\$37,660.60	24,374.67
1862, ...	22	12,916	\$14,579.14	\$42,488.27	126,282.83
1863, ...	22	9,441	\$13,580.81	\$20,000.00	160,220.26
1864, ...	21	8,946	\$5,787.66	\$16,920.20	99,670.87
1865, ...	21	8,644	\$3,364.76	\$16,716.60	167,974.64
1866, ...	22	1,152	\$10,444.56	\$16,716.60	102,735.36
1867, ...	25	13,510	\$11,324.00	\$16,716.60	20,175.87
1868, ...	27	15,245	\$20,594.13	\$16,716.60	107,446.73
1869, ...	34	18,000	\$23,714.15	\$16,716.60	55,556.41
1870, ...	38	20,106	\$26,811.18	\$16,716.60	115,800.84
1871, ...	44	23,222	\$29,924.19	\$16,716.60	122,880.68
					269,827.24
					331,604.36

TEACHERS FOR THE EVENING SCHOOLS, 1872.

O'FALLON POLYTECHNIC INSTITUTE.

REGIS CHAUVENET... *Principal.* JNO. W. SPARGO..... *Assistant.*
LEWIS W. TEUTEBERG *Assistant.* CHAS. A. SMITH..... "

BENTON SCHOOL.

WM. F. SMITH..... *Principal.* CECELIA MICHAEL.... *Assistant.*
WM. WALLACE..... *Assistant.* MARY B. BRENNAN... " "
MARY E. RAINS..... " SOPHIE C. JOHNSON.. " "
JULIA BRENNAN..... "

BLOW SCHOOL.

CHAS. M. FOSTER.... *Principal.* MATTIE PARKER.... *Assistant.*

CARR SCHOOL.

THOS. S. SMITH..... *Principal.* MARGARET BELL. *Assistant.*
SARAH STEWART..... *Assistant.* MALVINA DANDRIDGE " "
AMELIA MOENCH..... "

CARR LANE SCHOOL.

EDWARD H. LONG.... *Principal.* PAUL P. PELTIER *Assistant.*
MARY S. CONCANNON.. *Assistant.* LIZZIE B. SPALDING " "
LIZZIE A. HYATT.... "

CHOUTEAU SCHOOL.

JAMES A. MARTLING.. *Principal.* MARY JANE DWYER... *Assistant.*
JOHN FOLKMANN *Assistant.*

CLAY SCHOOL.

J. W. HALL..... *Principal.* ORILLA HOWARD.... *Assistant.*
HATTIE C. CLARK ... *Assistant.* MARY E. BOSWELL... "

EVERETT SCHOOL.

H. H. L. SMITH.... *Principal.* MARY A. CLANCEY.... *Assistant.*
SUSIE J. JOHNSON. *Assistant.* JULIA M. E. LONG... "
ROBERT ASH " MISSOURI VAN FOSSEN " "
HANNAH E. ANNIS... " CARRIE WORDEN.... "
MALVINA A. HOSKINS "

HUMBOLDT SCHOOL.

JOHN E. KIMBALL . . . Principal. **LUCY S. RICHARDSON . . . Assistant.**
MIRIAM S. SHERMAN . . . Assistant. **KATE BINDERNAGEL . . . "**

JEFFERSON SCHOOL.

RICHARD HAYES *Principal.* **DAVID GOLDSMITH**.... *Assistant.*
AMELIA C. FRUCHTE. *Assistant.* **M. T. F. HEALY.** ... "
JULIA C. ORDES..... "
AMANDA GIMBEL.... "

LAFAYETTE SCHOOL.

JAS. L. YOUNG.....	<i>Principal.</i>	RUTH TALLMAN	<i>Assistant.</i>
JOSIE M. HUNT.....	<i>Assistant.</i>	M. ANNA NOWLIN....	"
CHARLES SOMMER....	"	MILDRED A. CARPENTER	"
CAROLINE DORN.....	"	H. H. DALTON.....	"

MADISON SCHOOL.

D. H. SMITH.....Principal. **M. ISABELLA ANDREWS Assistant**
AMELIA T. FLAHERTY. Assistant. **AMELIA VOGEL "**
ANNA J. MARSHALL. " " **ELLA R. THOMAS.... "**

WEBSTER SCHOOL.

ALVAH C. CLAYTON . . . *Principal.* **REBECCA LAWRENCE** . . . *Assistant.*
LUCY K. WILSON *Assistant.* **MATHILDE KANN** “
LIZZIE B. SPALDING “ **NANNIE GILES** “

SCHOOL NO. 1.

LYDIA A. PRESCOTT, Principal. **MATTIE A. HARRY**, Assistant.

SCHOOL NO. 2.

BELLE C. BUCHAN....Principal. **MOLLIE C. KILLE....Assistant.**
NANNIE M. STANLEY..Assistant.

SCHOOL NO. 3.

BENJ. R. NICHOLAS..	<i>Principal.</i>	LYDIA A. MONTAGUE.	<i>Assistant.</i>
INEZ IVERS	<i>Assistant.</i>	MARGARET HINES....	"
MARY J. CORBYN....	"	KATE O'BRIEN.....	"
SARAH J. HEARST....	"		

SCHOOL NO. 4.

JULIA O. ALLEN....Principal. EMMA F. MASON....Assistant.

WRITING TEACHERS.

GILES BOLAND..... ADAM FREDERICK..

LOCATION OF THE SCHOOLS,
AND
LIST OF TEACHERS, WITH THEIR RESIDENCES.

January 1872.

NORMAL SCHOOL—Fourth Story of the Public School Polytechnic Building, corner of Seventh and Chestnut streets; warmed by steam; capacity 150 seats; 7 teachers. DISTRICT—The whole city.

ANNA C. BRACKETT.....	<i>Principal,</i>	1501 Chestnut street.
IDA M. ELIOT.....	<i>Assistant,</i>	1501 Chestnut street.
CORA SMALL.....	"	24 Targee street.
FANNY M. BACON.....	"	1213 Pine street.
JOANNA HOLLOHAN.....	"	1013 Chestnut street.
Alice M. Carpenter.....	"	1010 Grattan street.
ELLA F. FICK.....	"	418 South 14th street.

HIGH SCHOOL.—Fifteenth and Olive streets; lot 150 by 106 feet; built 1855; cost \$50,000; warmed by furnaces; 3 stories and basement; 12 rooms; 400 seats; 13 teachers. DISTRICT—The whole city.

HORACE H. MORGAN.....	<i>Principal,</i>	3010 Laclede Avenue.
DENTON J. SNIDER.....	<i>1st Assistant,</i>	26 Targee street.
THOMAS DAVIDSON.....	"	1534 South 7th street.
Wm. H. ROSENSTENGEL.....	"	Hoehn street.
EDWARD H. CURRIER.....	"	2734 Lucas Avenue.
WM. P. HESTON.....	"	820 Olive street.
HELEN A. SHAFER.....	"	1621 Olive street.
DELIA M. BREY.....	"	1611 Washington ave.
HOPE GOODSON.....	"	1703 Olive street.
FANNIE E. TOWER.....	"	1005 Pine street.
LIZZIE B. GOW.....	"	1418 O'Fallon street.
MARY H. CHIDESTER.....	"	2902 Locust street.
CHARLOTTE A. GROSSMANN(<i>French</i>)	"	1419 Chestnut street.

APPENDIX.

BRANCH HIGH SCHOOL NO. 1.—Third story of the Public School Polytechnic Building, corner of Seventh and Chestnut streets; warmed by steam; capacity 150 seats; 6 teachers.

LUCIUS H. CHENEY.....	<i>Principal</i> ,	Webster Grove P. R. R.
JOHN C. CHRISTIN.....	<i>1st Assistant</i> ,	1737 Broadway.
GRACE C. BIBB.....	"	Park Hotel 12. & Olive st.
SARAH A. K. FORD.....	"	1318 Chouteau avenue.
JENNIE C. THOM.	"	1000 Locust street.
MATILDA F. SMILEY (<i>Drawing</i>)	"	1309 Washington ave.

BRANCH HIGH SCHOOL NO. 2.—In third story of the Franklin School building, corner of Eighteenth street and Christy avenue; capacity 150 seats; 6 teachers.

JOHN E. KIMBALL.....	<i>Principal</i> ,	1227 St. Charles street.
MIRIAM S. SHERMAN.....	<i>1st Assistant</i> ,	1309 Washington ave.
PRISCILLA C. DUDLEY.....	"	2210 Walnut street.
KATE BINDERNAGEL.....	"	2419 Buena Vista street.
MARY W. WHITESIDE.....	"	807 Locust street.
MATILDA F. SMILEY (<i>Drawing</i>)	"	1309 Washington ave.

BENTON SCHOOL.—Ninth and Locust streets; lot 127 by 111 feet; built 1870; cost \$32,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher; DISTRICT—North by Green street; east by Mississippi river; south by Market street, and west by Tenth street.

J. W. HALL.....	<i>Principal</i> ,	Gamble and Pratt ave's.
HELEN H. SMITH.....	<i>Head Assistant</i> ,	12-1 Pine street.
IDA JOHNSON.....	<i>1st</i>	" 603 South Fifth street.
SARAH STEPHENS.....	<i>2d</i>	" 72 Pratt avenue.
AMELIA C. FRUCHTE	"	1519 Clark avenue.
MARY J. FOX	"	1217 Randolph street.
MYRA M. WARE	"	1418 Olive street.
LILIAN WATERS.....	"	1223 Olive street.
SARAH J. LEAM.....	"	701 Locust street.
EMMA WILLIAMS.....	"	Olive st. & W. Union av
LIZZIE C. GEORGE.....	"	1801 Olive street.
HATTIE C. CLARK.....	<i>2d</i>	" 112½ Locust street.
ELLA O. HOWARD.....	<i>1st</i>	" 811 N. Eleventh street.
MRS. C. DORN	<i>German</i>	" 517 Carroll street.

BLOW SCHOOL.—Fifth and Pine streets; South St. Louis; lot 150 by 115 feet; built 1866; cost \$18,000; warmed by Stoves; 3 stories; 8 rooms; 400 seats; 9 English and 1 German teacher. DISTRICT—Bounded south by Stein street.

APPENDIX.

C1

A. J. CALDWELL	<i>Principal</i>	5th str. cor. Quincy.
M. E. PHILLIPS.....	<i>1st Assistant</i>	Randolph st. near Main.
CARA E. HIGBY.....	"	Fourth and Olive sts.
SARAH AXFORD	<i>2d</i>	Fourth and Olive sts.
MATTIE PARKER.....	"	5th st. cor. Quincy.
MARY O. GRAHAM.....	<i>Sub.</i>	5th and Randolph sts.
LAURA F. LARE	"	Main and Kansas sts.
IDA B. TIMBERLAKE	"	2d and Nebraska sts.
MARY A. TIMBERLAKE	<i>2d</i>	2d and Nebraska sts.
F. J. KOETZLI.....	<i>German</i>	2d and Pine sts..

BLOW PRIMARY.

JOSEPHINE M. NISBET. *Principal*, Ellwood near Main.

CARONDELET SCHOOL.—Third and Poepping streets; South St. Louis; lot 150 by 200; built 1871; cost \$35,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats. DISTRICT—Bounded north by Stein street.

CHARLES M. FOSTER	<i>Principal</i>	S. W. cor. 3d & Marceau.
PAULINE KNOBLAUCH.....	<i>1st Assistant</i>	S. side Hurck bet. 3. & 5.
SARA ERWIN.....	"	S. side Hurck bet. 3. & 5.
HELEN M. MASON.....	"	W. s. 3. b. Taylor & St. L.
KATE TOMPKINS.....	"	S. side Hurck bet. 3. & 5.
JENNIE PARKER	"	N. e. cor. 5th & Quincy.
eva T. JESSUP.....	"	W. s. 3. b. Taylor & St. L.
ADELAIDE ILLINGSWORTH.....	"	West side Main bet. St. Louis and Randolph.
CARRIE E. DICK.....	<i>2d</i>	S. side Hurck bet. 3. & 5.
IDA VOLBERG	<i>German</i>	S. w. corner Capitol and Carondelet ave.

CARR SCHOOL.—Sixteenth and Carr streets; lot 76 by 155 feet; built 1855; cost \$6,000; warmed by stoves; 2 stories; 8 rooms; 400 seats; 9 English and 1 German teacher. DISTRICT.—Bounded north by Howard street to Eighteenth, and thence by Cass avenue; east by Tenth street; south by Wash street, and west by Jefferson avenue.

SARAH J. BACON.....	<i>Principal</i>	1619 Carr street.
SARAH A. McBRINE.....	<i>1st Assistant</i>	1610 Clark avenue.
MAGGIE STEEL	"	816 N. 21st street.
META A. B. DUNHAUPT . . .	"	813 N. Ninth street.
MARGARET A. DUNN.....	"	1825 Biddle street.
LUCY A. McGREADY.....	"	808 N. 14th street.
MARIE LOUISE RICE	"	1017 Pine street.
VIRGINIA E. STEVENSON.....	"	1317 Chestnut street.
ELLEN S. DELANO	<i>2d</i>	1308 Pine street.
MARY A. DIERKER... <i>German</i>	"	1329 N. 14th street.

CARR LANE SCHOOL.—Twenty-fourth and Carr streets; lot 125 by 142 feet; built 1870; cost \$32,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher.

E. H. LONG.....	<i>Principal</i> ,	3215 Sheridan avenue.
JULIA E. KLUNK	<i>Head Assistant</i> ,	2810 Sheridan avenue.
ORA E. DOLBEAR	<i>1st</i> "	1319 Chestnut street.
FRANCES GRUBER.....	<i>2d</i> "	2726 Lucas avenue.
EMMA P. SIMMONS.....	"	2919 Lucas avenue.
ELIZABETH A. SORIN.....	"	1116 North 21st street.
LIZZIE B. SPALDING.....	"	1106 Morgan street.
JULIA M. E. LONG.....	"	1231 North 8th street.
EMILY STEPHENS	"	1417 O'Fallon street.
CHARLOTTE M. McBURNEY...	"	2309 Morgan street.
ISABELLE J. THOMPSON	"	1611 Biddle street.
EMMA C. HALL	"	1805 Carr street.
MARY S. CANCANNON....	<i>1st</i> "	2212 Carr street.
HENRY A. OBENHAUS.	<i>German</i>	2810 Walnut street.

CARR LANE PRIMARY.—No. 2625 Franklin avenue. Rented.
4 rooms; 150 seats.

MRS. CATHARINE SCALES.....	<i>Principal</i> ,	1518 Morgan street.
MARTHA S. EDSON	<i>Assistant</i> ,	802 Olive street.
MARGARET E. FOWLER	"	3205 Thomas street.
ELLA C. PRUNTY	"	1437 Christy avenue.

CARROLL SCHOOL.—Buell and Carroll streets; lot 140 by 150 feet; built 1866; cost \$40,000; warmed by furnaces; 3 stories; 12 rooms, besides 2 rooms in old building; 800 seats; 15 English and 3 German teachers. DISTRICT—Bounded north by Park avenue; east by Mississippi river; south by Lafayette avenue, and west by Rosatti street.

HENRY M. TALLMAN	<i>Principal</i> ,	1725 Morgan street.
SARAH R. HANDY... ..	<i>Head Assistant</i> ,	921 North 20th street.
MARY E. LACKAY	<i>1st</i> "	607 Hickory street.
MARY I. ATKINSON	<i>2d</i> "	910 Gratiot street.
ELIZABETH A. AXFORD	"	1520 Lafayette avenue.
GERTRUDE GARRIGUES.....	"	103 North 9th street.
HANNAH J. SKILLMAN.....	"	1520 Park avenue.
CATHERINE E. HISTED.....	"	913 Autumn street.
SALLIE E. HOOK	"	1405 Papin street.
HELEN M. COGSWELL.....	"	1520 Lafayette avenue.
MAHALA G. HALL	"	723 Barry street.
MARY L. DICKSON	"	1506 Gratiot street.
FRANCIS A. SECOR.....	<i>1st</i> "	306 North 10th street.
MELINDA WALLACE	<i>2d</i> "	2134 South Spring st.

LETITIA A. STEWART	<i>1st Assistant,</i>	1552 Chouteau avenue.
CHARLES SOMMER	<i>German</i>	" Union Park.
CHRISSEIE GEBBERS	<i>German</i>	" 808 South 6th street.
CAROLINE A. WALL	<i>German</i>	" 1403 Carondelet avenue.
LOUISA A. HOELZLE	<i>Extra)</i>	" 730 South 8th street.

CHARLESS SCHOOL.—Kingsbury street, near Gravois; lot 175 by 125 feet; cost \$10,000; 2 stories; 8 rooms; 400 seats; 8 English and 2 German teachers.

CARRIE L. BRYANT	<i>Principal,</i>	1318 Washington avee.
CLARA HOELZLE	<i>1st Assistant,</i>	730 South Eighth street.
HIPATIA HINCHMAN	"	1223 Grattan street.
MATTIE S. KAYSER	"	1213 Armstrong ave.
ANNIE M. TRUMBLE	"	2206 Clark avenue.
JENNIE M. LAMPTON	"	1213 Armstrong ave.
ANNA WOLFE	"	1819 Franklin ave.
LIDA J. TRUMBLE	"	2206 Clark avenue.
FRANCIS E. CLAYTON	<i>2d</i>	" 1923 Geyer avenue.
PAULINE RINGE	<i>German</i>	" 1921 Carondelet ave.
CAROLINE KLINGEL	<i>German</i>	" 2124 Clark avenue.

CHOUTEAU SCHOOL.—Chouteau avenue, west of Pratte avenue; lot 75 by 140 feet; warmed by furnaces; 2 stories; 8 rooms; 480 seats; 9 English and 1 German teacher. DISTRICT—Bounded north by Cooper street; south by Park avenue to Toney street, and then by Elizabeth steeet; west by city limits.

RACHAEL M. GASS	<i>Principal,</i>	1512 Olive street.
MARY L. DUDLEY	<i>1st Assistant,</i>	2210 Walnut street.
FIDELIA H. WRIGHT	"	Webster Groves P. R. R.
SUSAN I. COCHRAN	"	2360 Papin street.
MARY A. WILLIAMS	"	2635 Cooper street.
MARY D. GASS	"	1512 Olive street.
MARTHA M. WALLACE	"	1904 Randolph street.
ALICE M. WILLIAMS	"	1315 Chestnut street.
EMILIE H. JUVET	<i>2d</i>	" 1509 Papin street.
EMMA KIBBEN	<i>German</i>	" 1012 Orchard street.

CLARK SCHOOL.—Seventh near Labadie street; lot 74 by 160 feet; built 1846; cost \$3,000; warmed by stoves; 3 stories; 6 rooms; 300 seats; 2 English and 1 German teacher. DISTRICT—Bounded north by Gratiot and Lombard streets; east by Mississippi river; south by Park avenue, and west by Ninth street.

ELLEN C. CLEMENT	<i>Principal,</i>	Carondelet, 2d station.
JENNIE L. HARRIS	<i>Assistant,</i>	807 Locust street.
PAULINE KRUEGER	<i>German</i>	"

CLAY SCHOOL.—Bellefontaine and Farrar; lot 100 by 250 feet; built 1859; cost \$13,000; warmed by stoves; 3 stories; 12 rooms; 700 seats; 13 English and 2 German teachers. DISTRICT—bounded north by city limits; east by Mississippi river; south by Harrison and Branch streets to Fourteenth street, then by Hebert street, and west by city limits.

FREDERICK C. WOODRUFF	<i>Principal</i> ,	Ferguson stat. N.M.R.R.
ORILLA HOWARD.	<i>Head Assistant</i> ,	3704 North Ninth st.
EMERETTA A. WATERS.	<i>1st</i>	3428 North Eleventh st.
SALLIE FENBY	<i>2d</i>	" 1312 Washington ave.
SARAH Y. COLE	"	2612 North Eleventh st.
ISABEL M. DAVIE.	"	2708 North Eleventh st.
ELLA M. FITZPATRICK.	"	2705 North Tenth st.
LYDIE A. FOLSOM.	"	908 Jefferson street.
ELIZA A. STARK.	"	706 North 15th street.
ELIZABETH COLLIGAN.	"	1428 Morgan street.
CLARA A. HOLLINGSWORTH.	"	1117 Pine street.
ULALA C. HARE.	<i>2d</i>	" 1309 Linden street.
LOUISE B. GOULD.	<i>1st</i>	2612 North Eleventh st.
SOPHIA ROOCH	<i>German</i>	" 3610 North Tenth st.
SOPHIE LEO.	<i>German</i>	" 13th st. bet. Bremen av. and Garibaldi.

CLINTON SCHOOL.—Grattan and Hickory streets; lot 169 by 129 feet; built 1868; cost \$45,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 2 German teachers. DISTRICT—Bounded north by Cooper and Gratiot streets; east by Ninth street to Park avenue and then by Rosatti street; south by Geyer avenue, and west by city limits.

ZIG. WILLSON.	<i>Principal</i> ,	311 High street.
MARY A. McMULLEN.	<i>Head Assistant</i> ,	1445 2d Carondelet ave.
HENRIETTA GASS.	<i>1st</i>	" 311 High street.
RUTH TALLMANN.	"	1318 Chouteau avenue.
HATTIE E. THURBER.	"	2743 Clark avenue.
MARY K. DENISTON.	"	18 Targee street.
JULIA F. WARNE.	"	1518 Park avenue.
LIZZIE W. CLARKE.	"	1445 2d Carondelet ave.
ADA M. FARNAU.	"	311 High street.
MARTHA W. PRATTE.	"	Cor. Julia & Caroline st.
MATILDA A. SUMMERS.	"	1526 Rosatti street.
CATHARINE PECKHAM.	<i>2d</i>	Hickory street, west of Mississippi avenue.
LEAH V. LIGHTNER.	<i>1st</i>	1205 Dolman street.
D. H. LUEKEN	<i>German</i>	809 Park avenue.
MARGARETHE SPAETER	<i>German</i>	1413 Papin street.

COMPTON SCHOOL.—Henrietta near Arkansas avenue; lot 100 by 136 feet; built 1868; cost \$15,000; warmed by furnaces; 2 stories; 4 rooms; 250 seats; 4 teachers. DISTRICT—Bounded north by Elizabeth street to Toney street, then by Park avenue; east and south no limits; west by city limits.

LUELLA B. GILFILLAN.....*Principal*, S. w. cor. Park & Ark. av.
STELLA M. FELTON*Assistant*, Morisse st. n. Shaw av.
SUSIE F. ALLEN*2d* " Russell av. n. Calif. av.

DODIER STREET SCHOOL.—Dodier street and St. Louis Place; rented; 250 seats; 4 English and 1 German teacher.

KATE BARRON*Principal*, 1319 Chambers street.
EUGENIA E. CHAPMAN*Assistant*, 2023 Lucas street.
ALMA L. BOWMAN..... " 2410 North 16th street.
LOUISE MILLER*2d* " 24 Targee street.
HENRY CLARNER ... *German* " 1615 Dodier street.

DOUGLAS SCHOOL.—Eleventh and Howard streets. Lot 101 feet by 135 feet; built 1870; cost \$34,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher.

FRANCIS E. COOK.*Principal*, 1713 North 11th street.
JULIA C. ORDES.....*Head Assistant*, 712 North 12th street.
JOSEPHINE L. KENDRICK...*1st* " 1608 Olive street.
MATTIE E. CUOLAHAN....*2d* " 1002 North 17th street.
ANNA COOK " 1713 North 11th street.
CLARA J. MARTIN " 1020 North 11th street.
MARTHA A. WALLS " 1723 North 18th street.
MARTHA S. KENDALL " 1508 North 12th street.
KATE DAUBER " 2012 North 11th street.
LOTTIE E. LAYTON " 1630 Wash street.
SARAH E. GOODFELLOW " 1121 North 11th street.
LOTTIE H. WOODRUFF*2d* " 911 Webster street.
LILAH C. O'KANE*1st* " 1630 Wash street.
MARY B. BRENNAN...*(Extra)* " 1221 Christy avenue.
JENNIE WAHLERT...*German* " 1704 North 10th street.
IDUNA VON SODDEN...*German* " Wyoming bet. Jeff. av.
and 2d Carondelet av.

DOUGLAS PRIMARY.—No. 218 Mullanphy street. Rented; 3 rooms; 120 seats; 2 teachers.

ANNA L. PHILLIPS.....*Principal*, 1110 Chambers street.
GEORGINE A. WELLES.*Assistant*, 1020 North 19th street.

EADS SCHOOL.—Fifteenth and Pine streets; lot 79 by 109 feet; built 1850; cost \$8,000; warmed by furnaces; 2 stories;

8 rooms; 400 seats; 8 English and 1 German teacher. DISTRICT—Bounded north by Washington avenue; east by Fourteenth street; south by Gratiot street; west by Mercer and Twentieth streets.

ROSE E. WRIGHT.....	<i>Principal</i> ,	1413 Pine street.
ELLA W. BLISH	<i>1st Assistant</i> ,	2630 Morgan street.
FRANCES SPARGO	"	2222 S. Spring street.
ADA SHINKLE.....	"	1308 Pine street.
SALLIE E. WILLIAMS.....	"	2029 Clark avenue.
NELLIE SHADE	"	1413 Pine street.
J. E. P. LEWIS	"	1506 Poplar street.
LUCY A. WIGGIN.....	<i>2d</i>	1708 Morgan street.
REBECCA GAST	<i>German</i>	1628 2d Carondelet ave.

ELIOT SCHOOL.—Fifteenth and Walnut streets; lot 125 by 150 feet; built 1868; cost \$42,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher. DISTRICT—Bounded north by Washington avenue; east by Fourteenth street; south by Gratiot street; west by Mercer and Twentieth streets.

KATE T. WILSON	<i>Principal</i> ,	27 South 15th street.
SUE V. BEESON.....	<i>Head Assistant</i> ,	410 South 15th street.
REBECCA TAYLOR.....	<i>1st</i>	931 North 10th street.
SALLIE E. WARNER	<i>2d</i>	1510 Olive street.
EMMA C. LYNCH	"	205 South Summit ave.
KATE FIELD	"	705 North 17th street.
MARY CONSLAND	"	2747 Clark avenue.
EMMA H. FENTON.....	"	1510 Poplar street.
MARY L. DUNNING.....	"	2923 Thomas street.
HENRIETTA F. BRYAN ..	"	3001 Olive street.
JULIA M. CLARK	<i>2d</i>	1124 Locust street.
ALICE E. BARROWS.....	<i>1st</i>	1320 Pine street.
LUCIA JOHNSON	"	3008 Laclede avenue.
A. CLARA FOLKMAN..	<i>German</i>	1300 Clark avenue.

EVERETT SCHOOL.—Eighth street, between Cass avenue and O'Fallon street; lot 172 by 127½ feet; built 1859; cost \$18,000; warmed by stoves; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher. DISTRICT—Bounded north by Howard street; east by Mississippi river; south by Biddle street, and west by Tenth street.

H. H. L. SMITH	<i>Principal</i> ,	1311 Nort 7th street.
JEANNIE WALBRIDGE....	<i>Head Assistant</i> ,	2938 Laclede avenue.
ELIZABETH MOERSCHEL ..	<i>1st</i>	1004 Broadway.
MARY B. CARROLL.....	<i>2d</i>	606 Elm street.

MOLLIE E. MORGAN.....	<i>Assistant</i> ,	2012 North 14th street.
LUCY K. WILSON	"	1017 Brooklyn street.
LIZZIE NEELY	"	1741 Broadway.
NANNIE M. MITCHELL	"	3607 North 9th street.
VENIE CONN	"	200 South 12th street.
CARRIE C. WARE.....	"	1418 Olive street.
EMILY G. DUNKLIN.....	"	422 South 18th street.
LIZZIE M. GOODFELLOW.....	"	314 E. Mound street.
MARY A. BOSWELL.....	<i>1st</i>	" 910 Brooklyn street.
KATE FLYNN.....	<i>(Extra)</i>	" 1333 North 8th street.
MATHILDE J. STEINMEYER	<i>German</i>	" Cor. 6th and Pine, South St. Louis.

EVERETT PRIMARY.—945 Collins street. Rented. 3 teachers; 150 seats.

CHARLOTTE C. STANLY.....	<i>Principal</i> ,	Garrison avenue.
ESTHER W. MATTHEWS	<i>Assistant</i> ,	1004 Morgan street.
BELLE BUCKINGHAM	"	2625 Bernard street.

FRANKLIN SCHOOL.—Seventeenth street and Christy avenue; lot 107 by 140 feet; built 1857; cost \$35,000; warmed by stoves; 3 stories; 12 rooms, some with one and some with two recitation rooms attached; 1,200 seats; 22 English and 2 German teachers. DISTRICT—Bounded north by Wash street; east by Tenth street; south by Washington avenue, and west by Pratte avenue.

JOHN E. KIMBALL	<i>Principal</i> ,	1227 St. Charles street.
MARY E. TYLER	<i>Head Assistant</i> ,	1619 Carr street.
S. ANNA EDGAR.....	<i>2d</i>	2200 Clark avenue.
MARGARET AUG. CHAPIN..	<i>1st</i>	814 North 19th street.
ELLA FENBY.....	"	1312 Washington ave.
JENNIE P. WORTHLEY.....	<i>2d</i>	1117 Pine street.
CORNELIA W. SANBORN.....	"	2204 Olive street.
JENNIE L. WHEDON.....	<i>2d</i>	1121 Washington ave.
ADDINE A. WILLIAMS	"	809 North 16th street.
MARY E. MCGRATH	<i>2d</i>	1917 Division street.
LAURA C. ALVORD.....	"	2804 Clark avenue.
SARAH STEWART.....	<i>2d</i>	Belle Glade avenue, Elleardsville.
KITTIE E. VAN COURT.....	"	1308 Pine street.
MARY B. NORWOOD	<i>2d</i>	2819 Lucas avenue.
JENNIE L. CONN.....	"	200 South 12th street.
MAGGIE McLAUGHLIN	<i>2d</i>	3111 Chestnut street.
REBECCA W. FENBY.....	"	1312 Washington ave.
MARY B. SEAVER	<i>2d</i>	2809 Pacific street.
CARRIE L. KENDALL	"	2711 Clark avenue.
MARIA V. DEGGE.....	<i>2d</i>	1215 Washington ave.

LOU. M. EATON	<i>Assistant</i> ,	Belle avenue, 2d house west of Grand.
FLORENCE CHAPPELL	"	113 Locust street.
AMELIA MOENCH ..	<i>German</i>	2032 Wash street.
CHARLOTTE A. GROSSMAN	<i>Germ.</i>	1409 Chestnut street.

GAMBLE SCHOOL.—Fifth and Poplar streets; lot 70 by 128 feet; built 1851; cost \$8,000; warmed by furnaces; 2 stories; 7 rooms; 350 seats; 8 English and 1 German teacher. DISTRICT—Bounded north by Market street; east by Mississippi river; south by Lombard and Gratiot streets, and west by Sixth street.

ELIZABETH S. CHILD	<i>Principal</i> ,	2319 Eugenia street.
AMELIA CHILD	<i>Assistant</i> ,	2319 Eugenia street.
WILDA McKINNEY	<i>1st</i>	" Webster Groves P. R. R.
ESTHER A. TURNER	"	507 South Fifth street.
MARTHA F. DOHERTY	"	1007 South Sixth street.
SARAH R. MITCHELL	"	1506 Singleton street.
MARGARET E. GALLIER	"	1518 Chestnut street.
ANNA C. WARNER	<i>2d</i>	1500 Poplar street.
LINA SCHNEIDER	<i>German</i>	511 Marion street.

GRAVOIS SCHOOL—Gravois and Wyoming streets; lot 125 by 85 feet; built 1867; cost \$14,000; warmed by furnaces; 2 stories; 4 rooms; 250 seats; 4 teachers. DISTRICT—Bounded south and west by city limits.

BERTHA B. GROSSMAN	<i>Principal</i> ,	Southw. Cor. Gravois & Wyoming streets.
OTTILIE BRUNS	<i>Assistant</i> ,	2419 Buena Vista st.
MELINA RUTHERFORD	"	2609 State st.
CARRIE DOUGLAS	<i>2d</i>	Cor. Iowa & Wyoming.

IRVING SCHOOL—Corner 19th street and Bremen avenue. Lot 200 by 127½; built 1871; cost \$35,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 5 English and 1 German teacher.

FRANK A. FITZPATRICK	<i>Principal</i> ,	2705 North 10th st.
MARGARET BELL	<i>1st Assistant</i> ,	2010 Division st.
ANNIE E. BRADLEY	"	2235 Christy ave.
MARY A. SMITH	"	4204 North 10th st.
MARGARET KING	<i>2d</i>	Cor. 15th & Bremen ave.
DELIA L. MALINCKRODT	<i>German</i> ,	3504 Broadway.

HAMILTON SCHOOL—Twenty-fifth and Davis streets; lot 132 by 165 feet; built 1859; cost \$5,000; warmed by stoves; 2

stories; 4 rooms; 250 seats; 4 teachers. DISTRICT—Bounded south by Wash street, and west by Jefferson avenue.

CLARA C. HOWARD.....	<i>Principal</i> ,	1012 Jefferson ave.
ADDIE TOOKER	<i>Assistant</i> ,	2935 Dickson st.
ELIZA E. PARKS.....	"	3115 North 10th st.
LIZZIE A. HYATT.....	<i>2d</i>	" 1116 North 25th st.

HUMBOLDT SCHOOL—Jackson and Picotte streets; lot 111 by 78 feet; built 1870; cost \$33,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 3 German teachers.

L. W. TEUTEBERG	<i>Principal</i> ,	2713 North 12th st.
MARIANNE LEVIN	<i>1st Assistant</i> ,	908 South 7th st.
MAGGIE HENDERSON	<i>2d</i>	" 1146 South 7th st.
MARY A. MOOK	"	2314 Rosatti st.
NELLIE A. AMOS	"	1621 Warren st.
GUSSIE NEWMARK	"	1528 Chestnut st.
CLEMENTINA BOOS	"	1723 North 13th st.
AURORA V. CHARLEVILLE	"	402 South 15th st.
MARIA N. LOOK	"	1704 Biddle st.
MARY L. SPIES	"	N. E. Cor. 23d & Lucas Place.
FRANK M. BLAKELY	"	2107 Eugenia st.
MILDRED A. CARPENTER....	<i>2d</i>	S. W. Cor. 5th & Poplar streets.
LUCY W. BLAND.....	<i>1st</i>	" 908 Gratiot st.
HELENE MOHRHARDT. <i>German</i>	"	2210 Rosatti st.
FANNIE OESTERREICHER	"	735 South 5th st.
AMANDA GIMBEL.....	"	932 Hickory st.

JACKSON SCHOOL—Maiden Lane, near Reservoir; lot 150 by 138 feet; cost \$10,000; warmed by stoves; 2 stories; 8 rooms; 400 seats; 8 English and 1 German teacher.

SARAH A. HUNTER	<i>Principal</i> ,	915 North 16th st.
MARY P. HUNTER.....	<i>1st Assistant</i> ,	915 North 16th st.
MARY M. HENDERSON	"	915 Benton st.
EMILY R. KNOX.....	"	705 North 18th st.
ANNIE A. CAMPBELL	"	912 North 19th st.
ELIZABETH N. DALE	"	716 Mound st.
ANNIE MEYER	"	1313 Chestnut st.
MARY C. INGHAM	"	911 Webster st.
JOHANNA CLINE	<i>2d</i>	" 1411 North 17th st.
F. H. AUF DER HEIDE <i>German</i>	"	1320 Hebert st.

JEFFERSON SCHOOL—Ninth and Wash streets lot 83 by 110 feet; built 1848; cost \$8,000; warmed by furnaces; 3 stories; 9 rooms; 450 seats; 10 English and 2 German teachers.—

DISTRICT—Bounded north by Biddle street; east by the Mississippi river; south by Green street, and west by Tenth street.

BRANDT E. B. DIXON	<i>Principal,</i>	2630 Clark ave.
MAGGIE E. GOODFELLOW . . . 1st Assistant,		314 East Mound st.
JENNIE R. GOODFELLOW . . . 2d	"	314 East Mound st.
JENNIE M. LOWRY	"	1502 Morgan st.
INA BARTLETT	"	1519 Clark ave.
JENNIE A. BURNSIDE	"	1229 North 7th st.
KATE FRANKLIN (sub)	"	2825 Gamble ave.
JULIA A. ALLEN	"	1309 Morgan st.
CASSIE D. BROOK	"	1409 North 17th st.
SARAH P. YOUNG	"	802 Olive st.
FANNY NOWAKOWSKA <i>German</i>	"	1212 North Spring st.
HELENA HECKELMAN <i>German</i>	"	1605 Gratiot st.

JEFFERSON BRANCH SCHOOL—Tenth and Carr streets; rented; 2 stories; 7 rooms; warmed by stoves; 350 seats; 7 English and 1 German teacher. DISTRICT—Bounded north by Biddle street; east by Mississippi river; south by Green street; west by Tenth street.

IONE ANDERSON	<i>Principal,</i>	Division st. 4th door W. Webster avenue.
JOSEPHINE LANGALIER 2d Assistant,		1928 Division st.
ANNIE H. MARSH	"	716 North 12th st.
HARRIET I. UPMEIER	"	1507 Biddle st.
ADELA N. THORNE	"	1314 North 11th st.
LOU. M. STANBORD	"	1005 Howard st.
MARY E. HUGHES 1st	"	1313 Christy ave.
JULIA KRUG <i>German</i>	"	26 Targee st.

LACLEDE SCHOOL—Sixth and Poplar streets; lot 125 by 127 feet; built 1870; cost \$43,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 2 German teachers.—DISTRICT—Bounded north by Market street; east by Mississippi river; south by Lombard and Gratiot streets, and west by Sixth street.

ELIZA C. DUNHAM	<i>Principal,</i>	307 North 8th street.
SUSAN I. FORRESTER Head Assistant,		1510 Poplar st.
CATHERINE S. FELCH 1st	"	1108 Ham st.
LAURA M. OVIATT 2d	"	1434 Poplar st.
JANE HOLLIDAY	"	1608 Austin st.
MARY L. BABINGTON	"	1211 Armstrong ave.
JULIA M. KELLY	"	408 Gratiot st.
LINA TROENDEL	"	2300 Papin st.
REBECCA M. HUNTINGTON	"	614 Walnut st.

ADA A. BANCROFT	<i>Assistant,</i>	1108 Ham st.
MARY K. GOODALL	"	Webster Groves, P. R. R.
MARY F. GARRETT	"	1512 Poplar st.
ALICE D. SMITH	<i>1st</i>	1231 Olive st.
LYDIA HOSPES	<i>German</i>	820 Hickory st.
FRANZISCA HELMKAMPF	<i>Germ.</i>	733 South 5th st.

LAFAYETTE SCHOOL — Ann avenue and Decatur street; lot 150 by 140 feet; built 1853; cost \$15,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 3 German teachers. DISTRICT—Bounded north by Geyer avenue to Rosatti street, then by Lafayette street; east by Mississippi river; south by Victor street; west by city limits.

JOHN A. OWEN	<i>Principal,</i>	2532 Lucas ave.
		Shenandoah ave. 1 squ.
ANNA C. GATES	<i>Head Assistant,</i>	w. Gravois Road.
AMANDA J. KINGLER	<i>1st</i>	1515 Jackson st.
ALICE C. HUTH	<i>2d</i>	1610 Linn st.
ELLA R. THOMAS	"	906 Autumn st.
MINNIE M. MILES	"	1540 Chouteau ave.
ANNA P. GARRETT	"	1512 Poplar st.
KATE E. O'NEIL	"	815 Gratiot st.
KATE F. COOPER	"	Michigan ave.
TILLIE J. SHERICK	"	1004 Chestnut st.
MARY E. FOX	"	1203 Dollman st.
LAURA F. NIETERS	<i>2d</i>	909 Ann avenue.
ANNA L. GANNETT	<i>1st</i>	S. E. Corner Victor and Union st.
WM. DEUTSCH	<i>German</i>	1612 Clark ave.
ALWINA EICKE	<i>German</i>	932 Hickory st.
AMANDA GIMBEL	<i>German</i>	2611 Jackson street.

LINCOLN SCHOOL — Eugenia and High streets; lot 150 by 120 feet; built 1867; cost \$44,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher. DISTRICT — Bounded north by Pine street to Pratte avenue, then by Locust street; east by Mercer and Twentieth street; south by Cooper street; west by city limits.

JNO. A. GILFILLAN	<i>Principal,</i>	Park ave. & May st.
ANNA S. GRANT	<i>Head Assistant,</i>	Grand ave. & Market st.
ELIZABETH L. NASON	<i>1st</i>	707 North 23d st.
HALCYON C. CHILDS	<i>2d</i>	2319 Eugenia st.
MARGARET L. BREWER	"	2210 Walnut st.
MARY MORGAN	"	1308 Pine st.
SUSAN R. READ	"	2314 Half st.
EMMA V. ALLEN	"	917 Olive st.
MARY A. WOODWARD	"	2314 Half st.

EMMA H. THURBER	<i>Assistant</i> ,	2743 Clark ave.
MARY A. HOGAN	"	2025 Market st.
ALICE E. BLAKESLEE	"	1013 Chestnut st.
MELINDA CALVERT.....	<i>1st</i>	" 2809 Pacific St.
MARIE KIESELBACH ..	<i>German</i>	" 1609 Chouteau ave.

LINCOLN PRIMARY—Corner Bernard and Emile streets.

MARY E. MAXWELL....., *Principal*, 1609 Chouteau ave.

LYON SCHOOL—Eighth and Pestalozzi streets; lot 150 by 124 feet; built 1868; cost \$42,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 3 German teachers; DISTRICT—Bounded north by Victor street; east by Mississippi river; south and west by city limits.

A. G. WILCOX.....	<i>Principal</i> ,	3541 Carondelet avenue.
ADDIE M. ALEXANDER..	<i>Head Assistant</i> ,	814 South 8th street.
ROSE A. CURTIS	<i>1st</i>	Victor st., bet. Buena Vista and Union.
MARIA ALDERSON.....	<i>2d</i>	West side State st. bet. Sidney and Lynch.
ROXA WILCOX	"	3541 Carondelet avenue.
ALICE V. BRISON	"	808 Barry street.
AMELIA C. HAASE	"	323 South 2d street.
ELLEN E. REID.....	"	Victor st., bet. Buena Vista and Union.
SARAH E. WESTON.....	"	1510 Poplar street.
ALICE C. MURPHY	"	1540 Chouteau avenue.
LOUISA J. REVINGTON.....	"	N. e. cor. Carondelet av. and Chippewa street.
MARY V. A. STEVENS.....	"	1609 Menard street.
JOSEPHINE V. GARRIGUES	<i>1st</i>	103 North 9th street.
LINA D. HILDENBRAND	<i>German</i>	Victor st. bet. Buena Vista and Union.
MATILDA KANN.....	<i>German</i>	932 Hickory street.
WILH. L. KLEINMAN..	<i>German</i>	1314 South 10th street.

MADISON SCHOOL—Seventh and Labadie streets; lot 100 by 134 feet; built 1870; cost \$32,000; warmed by furnaces; 3 stories; 12 rooms; 400 seats; 13 English and 3 German teachers. DISTRICT—Bounded north by Gratiot and Lombard streets; east by Mississippi river; south by Park avenue, and west by Ninth street.

D. H. SMITH	<i>Principal</i> ,	117 South 5th street.
CECILIA LEAVY.....	<i>Head Assistant</i> ,	1806 Olive street.
ROSA EWALD	<i>1st</i>	" 1424 Poplar street.
ANNA J. MARSHALL.....	<i>2d</i>	" 1104 South 7th street.

SARAH B. GOODWIN	<i>Assistant</i> ,	1929 Randolph street.
C. BELLE TUTHILL.....	"	1319 Chestnut street.
ANNIE M. FINAGIN.....	"	1510 North 15th street.
LOUISA V. MUSICK	"	417 South Pratte ave.
FRANCESCA HUNT	"	405 North 5th street.
MARY L. RAFFETY.....	"	214 South 22d street.
MARY J. KEAN	"	205 North 14th street.
M. ISABELLA ANDREWS..	.2d	214 South 22d street.
AMELIA T. FLAHERTY.....	1st	"
AMELIA VOGEL....	<i>German</i>	"
HATTIE C. SCHMIDT..	<i>German</i>	"
PAULINE KRUEGER...	<i>German</i>	"
MARY M. McILVAIN..	(<i>Extra</i>)	"

MARAMEC SCHOOL—Iowa avenue and Maramec street; lot 85 by 125 feet; built 1867; cost \$11,000; 2 stories; 4 rooms; 250 seats; 3 English and 1 German teacher.

MARY R. HERR.....	<i>Principal</i> ,	Carondelet ave. 2d door north of Chippewa.
ANNIE E. LIGHTBURNE	<i>Assistant</i> ,	621 South 5th street.
SARAH H. SAXTON....	"	S. east corner Osage and Oregon avenues.
LOUISA BERG.....	<i>German</i>	N. east corner Miami st. and Indiana avenue.

O'FALLON SCHOOL—Sixteenth street and Cass avenue; lot 190 by 127½ feet; built 1867; cost \$53,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher. DISTRICT—Bounded north by Cass avenue to Eighteenth street, then by Howard street; east by Tenth street; south by Wash street; west by Twenty-third street.

GUSTAVUS V. BAYLEY	<i>Principal</i> ,	1124 North 20th street.
MARY J. JOSLIN.....	<i>Head Assistant</i> ,	1102 North 25th street.
MIRA M. LOGAN	1st	"
HELEN E. PEABODY.....	.2d	1307 Chestnut street.
SOPHIE T. MARTIN	"	2440 Wash street.
EMMA A. MYERS.....	"	927 Seventeenth street.
MARY L. WILLIAMS	"	2309 North 14th street.
ANNIE STEELE	"	Olive st. road, west of Union avenue.
ADDIE E. BAYLEY	"	816 North 21st street.
CORA SHUMATE	"	1124 North 20th street.
MINNIE F. JOSLIN.....	"	2603 Lucas avenue.
ELIZABETH FORSYTH .....	.2d	1102 North 25th street.
KITTIE STRAUB	1st	1331 North 17th street.
HERMANN HELMKAMPF	<i>German</i>	1927 Christy avenue.
		733 South 5th street.

OLIVE STREET PRIMARY—Eighteenth and Olive streets.

Rented. 3 rooms; 150 seats; 3 teachers.

ELIZABETH J. R. MESSINGER...*Principal*, 1807 Franklin avenue.

MARTHA J. GILBRAITH.....*Assistant*, 2129 South Spring st.

NANNIE CARROLL " 3432 Olive street.

PENROSE SCHOOL—Penrose street, between Clay and Glasgow avenues; lot 175 by 140 feet; built 1868; 400 seats; 8 teachers. DISTRICT—Bounded south by Dickson street, and west by city limits.

HARRIET N. JORDAN*Principal*, cor. Glasgow ave. and Penrose street.

MARY A. PATRICK.....*2d Assistant*, 3009 Glasgow Place.

MARY F. WILES " 2704 Locust street.

HELEN P. JOSLIN..... " 1102 Twenty-fifth st.

MARGARET K. SLATER..... " 3205 Thomas street.

EDNA H. ROWELL..... " 3227 Sheridan avenue.

ABBIE MANSFIELD " 2913 Thomas street.

MALVINA F. DANDRIDGE ..*2d* " 1502 Morgan street.

EMILY P. PETTES..... " 1560 Gratiot street.

CAESAR BUMILLER...*German* " 1907 Decatur street.

PESTALOZZI SCHOOL—Seventh and Barry streets; lot 90 feet by 140 feet; built 1870; cost \$25,000; 2 stories; 8 rooms: 450 seats; 9 English and 2 German teachers.

ELIZ. J. ISBELL*Principal*, 1129 Pine street.

JENNIE G. ALEXANDER.....*Assistant*, 1515 Spruce street.

JULIETTE CALDWELL " 807 Locust street.

MARY A. WORTHLEY " 1117 Pine street.

ISABELLA D. BENEDICT..... " 1117 North Fifth street.

KATE M. BUCKLEY..... " 14 South Sixteenth st.

GEORGIA SKILLMAN " 1520 Park avenue.

MARTHA J. E. NIEHAUS..... " 1416 Chestnut street.

HELEN C. PLATT.*2d* " 1506 Poplar street.

ANNA SCHUSTER*German* " 1517 South Ninth street.

CARRIE WALL*German* " 1403 Carondelet avenue.

SHEPARD SCHOOL.—Near Marine Hospital; lot 100 by 150 feet; built 1859; cost \$4,600; warmed by stoves; 2 stories; 4 rooms; 250 seats; 5 English and 2 German teachers. DISTRICT—Bounded east by Mississippi river and south by city limits.

CLARA A. CURTIS.....*Principal*, Fourth and Bryan sts.

MARGARET M. DALTON*Assistant*, 2616 South 7th street.

ELLA F. GULLIVER..... " 1302 St. Ange avenue.

SOPHIE WHITE..... " 1601 Papin street.

LOUISE BERG.*German* " cor. Miami & Indiana av.

SHEPARD PRIMARY.—3650 Carondelet avenue.

DORA CLARK.. *Principal*, 1104 South 7th street.

STODDARD SCHOOL.—Lucas and Ewing avenues; lot 103 by 134 feet; built 1867; cost \$36,000; warmed by furnaces; 3 stories; 12 rooms; 700 seats; 13 English and 2 German teacher. DISTRICT—Bounded north by Dickson street; east by Jefferson avenue; south by Pine street, and west by city limits.

ALFRED F. CALDWELL	<i>Principal</i> ,	2329 Olive street.
MARY B. CUSHMAN.....	<i>Head Assistant</i> ,	1611 Washington ave.
JULIA E. SWEET.....	<i>1st</i> "	2839 Olive street.
ABBY L. TOWER	<i>2d</i> "	3551 Morgan street.
ELLEN DEVOY.....	"	1215 North Sixth street.
MARY E. WELLS.....	"	2633 Morgan street.
ELLA MURPHREE	"	3141 Franklin avenue.
S. LOIE JONES.....	"	1928 O'Fallon street.
JEMIMA FORSYTH	"	1331 North 17th street.
EMMA L. M. BARNETT	"	2405 Chestnut street.
EMMA J. KEITH	"	3114 Morgan street.
NELL PARVIN.....	<i>2d</i> "	1525 Clark avenue.
MARY C. SAILOR	<i>1st</i> "	1505 Pine street.
ELLA FAUCETTE.....	<i>(Extra)</i> "	2913 Olive street.
PAULINE KAYSER....	<i>German</i> "	1015 Cass avenue.
CAESAR BUMILLER....	<i>German</i> "	1907 Decatur street.

WASHINGTON SCHOOL.—Eleventh and Spruce streets; lot 125 by 152 feet; built 1859; cost \$18,000; warmed by stoves; 3 stories; 12 rooms; 700 seats; 13 English and 1 German teacher. DISTRICT—Bounded north by Washington avenue; east by Tenth street to Market street, then by Sixth street to Gratiot street, south by Gratiot street, and west by Fourteenth street.

JAMES L. YOUNG.....	<i>Principal</i> ,	20 North Tenth street.
ELIZABETH WAUGH	<i>Head Assistant</i> ,	1514 Gratiot street.
LUCY S. RICHARDSON	<i>1st</i> "	603 South Fifth street.
JOSIE M. HUNT	<i>2d</i> "	2213 Christy avenue.
EMMA HARRIS	"	806 South Eighth street.
MARY L. SMITH	"	1310 Chestnut street.
LIZZIE HAYR.....	"	1502 Morgan street.
MARY A. LEAVY.....	"	1806 Olive street.
ELIZA D. COLLINS	"	212 South 21st street.
LOUISE DIXON	"	104 South Pratte ave.
SUE KENNEDY.....	"	211 South 15th street.
JULIA E. TREADWAY	"	716 South 5th street.
CECILIA MICHAEL	<i>1st</i> "	816 North 12th street.
DORIS HOLLDORF....	<i>German</i> "	908 Amelia avenue.

WEBSTER (OLD) SCHOOL.—Jefferson street, between Eleventh and Twelfth streets; lot a circle 300 feet diameter; built 1853; cost \$18,000; 3 stories; 12 rooms; warmed by furnaces; 700 seats; 13 English and 2 German teachers. DISTRICT—Bounded north by Herbert to Fourteenth street, then by Branch and Harrison streets; east by Mississippi river; south by Howard street; west by city limits.

MALCOLM W. MILLER.....	<i>Principal</i> ,	2605 North 12th street.
HENRIETTA S. ORDES.....	<i>Head Assistant</i> ,	712 North 12th street.
MARY S. WATKINS	<i>1st</i> "	904 Locust street.
MALVINA A. HOSKINS.....	<i>2d</i> "	1719 North 8th street.
EMERETTA WATSON	"	1200 Chambers street.
ELLEN F. KENDALL.....	"	1508 North 12th street.
MAGGIE GLEN	"	1630 Wash street.
MAGGIE F. BAKER	"	1816 North 11th street.
CHARLOTTE C. COLE	"	1200 Chambers street.
MARY NIGGEMAN	"	1516 North 15th street.
MARY A. ROOT.....	"	1117 Pine street.
LEORA E. BAKER.....	<i>2d</i> "	1417 O'Fallon street.
FANNY K. BEALL.....	<i>1st</i> "	2513 North 10th street.
SARAH L. HARRIS.....	<i>(Extra)</i> "	16 Targee street.
PAULINE MUELLER....	<i>German</i> "	918 Madison street.
EMMA EBERLEIN	<i>German</i> "	913 Labeaume street.

WEBSTER (NEW) SCHOOL.—Jefferson and Twelfth streets; on same lot with Webster (old); built 1866; cost \$18,000; 3 stories; 9 rooms; 500 seats; 10 English and 2 German teachers.

DISTRICT—Same as Old Webster.

MARGARET A. MCCLURE.....	<i>Principal</i> ,	912 North 19th street.
ELLEN E. CAMPBELL.....	<i>1st Assistant</i> ,	912 North 19th street.
MARY E. RAINS	<i>2d</i> "	800 Washington ave.
KATE S. AVERY	"	2115 North 12th street.
CARRIE E. SPENCER.....	"	2214 North 11th street.
REBECCA LAWRENCE	"	1110 Chambers street.
GARAPHENIA BENSON	"	911 Benton street.
FRANCES J. HARLOW.....	"	1704 Biddle street.
HELEN A. PAGE	"	1606 North 14th street.
ANGELINA E. NANCE.....	<i>2d</i> "	2810 North 10th street.
HENRY CLARNER....	<i>German</i> "	1615 Dodier street.
BERTHA J. SCHNEIDER	<i>German</i> "	511 Marion street.

COLORED SCHOOL NO. 1.—Corner seventh and Hickory streets; 8 rooms; 400 seats; 5 teachers.

HANNAH E. ANNIS	<i>Principal</i> ,	716 South 8th st.
CARRIE A. FISHER	<i>Assistant</i> ,	108 North 14th st.
EMMA F. MASON.....	"	2206 Gamble ave.
MAGGIE J. KERR	"	S. W. Cor. 5th & Poplar
MARY C. KILLE	"	1540 Chouteau ave.

COLORED SCHOOL NO. 2.—Corner Twelfth and Brooklyn streets; 2 stories; 4 rooms; 200 seats; 4 teachers.

BELLE C. BUCHAN	<i>Principal,</i>	922 Locust st.
NANNIE M. STANLEY	<i>Assistant,</i>	603 South 5th st.
SERAPH A. HALL	"	918 North Spring st.
MARY J. CORBIN	"	922 Locust st.

COLORED SCHOOL NO. 3.—Fourteenth and Christy avenue; lot 100 by 147 feet; built 1870; cost \$18,000; warmed by stoves; 2 stories; 8 rooms; 450 seats; 9 teachers.

ALVAH C. CLAYTON	<i>Principal,</i>	2832 North 12th st.
ANNA M. CARKENER	<i>1st Assistant,</i>	614 Beaumont st.
ELLA S. WILSON	<i>2d</i> "	1003 Pine st.
LYDIA H. MONTAGUE	"	Geyer avenue between Ohio & California.
SARAH J. HEARST	"	1003 Pine street.
MARY E. DEAN	"	2630 Washington ave.
MATTIE A. HARRY	"	1540 Chouteau ave.
ELIZABETH T. GOULD	"	2612 North 11th st.
MARY T. CARKENER	<i>2d</i> "	614 Beaumont st.

COLORED SCHOOL NO. 4.—Cozzens, near Pratte avenue; lot 96 by 140 feet; built 1859; cost \$4,600; warmed by stoves; 2 stories; 4 rooms; 250 seats; 4 teachers.

LYDIA A. PRESCOTT	<i>Principal,</i>	Geyer ave. bet. Jefferson & California ave's.
JENNIE A. BARR	<i>Assistant,</i>	2206 Clark ave.
MARY I. RADCLIFFE	"	1423 North 10th st.
JULIA O. ALLEN	"	212 South 21st st.

COLORED SCHOOL NO. 5.—Eighteenth and Conde streets; rented; 2 rooms; 2 teachers; 120 seats.

BENJ. R. NICHOLAS	<i>Principal,</i>	2619 North 18th st.
LILLIAN N. COUCH	<i>Assistant,</i>	2619 North 18th st.

COLORED SCHOOL NO. 6.—South St. Louis.

G. H. BROWN	<i>Principal,</i>	5 North 8th street.
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MUSIC TEACHERS.

HENRY ROBYN	No. 910 North 13th street.
HENRY M. BUTLER	Kirkwood, Mo.
CHARLES H. GREEN	Collinsville, Ills.

WRITING TEACHER.

HARVEY A. SPENCER	1328 Pine street.
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